



SILER CITY ELEMENTARY LOW-PERFORMING SCHOOLS SUPPORT PLAN TABLE OF CONTENTS

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Chatham County- Siler City Elementary School Support Plan

Initial Meeting with Support Plan Point Person	Principal and ASIS Point Person. Can also involve coach and AP	On or before November 1, 2015	The support plan template will be completed with action items and a review of BOY data will occur.	None	CLTIE and LUsage met on October 26, 2015 to discuss needs of the schools and the types of support necessary.	
Data Review meetings will occur after each major screening window	Principal and ASIS Point Person. Can also involve coach and AP	After each testing window	Any data analysis or materials should be uploaded to the support plan folder.	None	Principal reviewed data after the BOY benchmark. A link to SCE's BOY data review and goals by grade-level may be found here: https://docs.google.com/spreadsheets/d/19FTLkSPzSdPz3QX73HkmTee8XPA_aud9f9713_14/edit#gid=0	
Schools should create school-level instructional priorities/non-negotiables	Principal creates, ASIS Superintendent will check for completion	By November 1, 2015	The school-level priorities should be uploaded in the support plan folder for the school.	None	Admin and leadership team met and created a draft non-negotiables document. The document was vetted by faculty as well and approved. The document may be found here: https://docs.google.com/document/d/1Moj_8tq8SD0MA-3dQdQ7g_A6WtK1pM8dUx1T8t17XVd/edit#gid=54723583	
Schools should create and begin using a school-level instructional walkthrough tool.	Principal, AP, Coach, ASIS point person should check for completion	By November 15, 2015	The school walkthrough data should be uploaded to the support plan point person during each meeting.	None	Admins and leadership team have created a walk-through tool to support our Non-Negotiables document, but also to gather broad information to define a focus for follow up walk-throughs. A link to the initial walk-through data may be found here: https://docs.google.com/spreadsheets/d/1c9XZnPyR5wteECzMDGupXAbj5z7ymqKMSQRQ/edit#gid=54723583	
Provide each staff member with RICOR wheels from Mentoring Minds. Provide training for staff on Rigor.	Asst. Superintendent will purchase, Principal, AP and team will distribute and train	By December 1, 2015	Collection of agenda and materials from PD offered. Evidence of rigor in walkthrough data	\$5,000 for Rigor wheels for all staff provided by ASIS funds.	Coaching staff and Admins met with staff and started with Rigor training and had teachers reviewed and rated their lesson plans. Then used the wheel and other resources to make their plans more rigorous. This occurred at a faculty meeting in December. Rigor activities/training also occurred at SCE's September faculty meeting.	
Attend Rigor training provided by Barbara Blackburn	Asst. Superintendent will coordinate, Principal, Coach, ASIS Specialist will attend	December 11, 2015 and February 12, 2016	Sign in sheets and materials from PD session. Walkthrough data increase in rigor questions	\$6,000 total for the district to be provided by ASIS PD funds. \$2,000 for books for each participant.	Team attend the rigor training on Friday, Dec. 11, 2015. The next training will be in February.	
Attend scaffolding training at PTEC with Richard Dewey	Asst. Superintendent will coordinate, Principal and team will attend	10/19/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage	A team did not attend from SCE	
Attend Poverty Training at PTEC with Eric Jensen	Asst. Superintendent will coordinate, Principal and team will attend	4/6/2015	PTEC PD logs	ASIS will cover cost of subs. Schools will cover cost of mileage	This is upcoming	
P/C Training for Admin and leadership team of up to 7 people (if your school has not attended)	Asst. Superintendent will pay, Principal will register, and team will attend	During the 2015 school year	Attendance logs, evidence of attendance logs	\$299 per person, allowance of up to 2 per school	SCE had a team of 9 attend including the school's principal, curriculum coaches, and representatives from each grade-level	
Guided math training for all K-5 teachers	Elem Director, Elem IPF, and coaches will deliver	On or before October 20	Surveys, PD materials, P/C minutes/note, student enrollment lists for L/E periods	Cost for substitutes, various by school. Approx \$100 per teacher	Guided math training for all K-5 teachers took place in October 2015. Follow-up sessions based on teacher feedback occurred on December 9th. Additional sessions will follow in the spring.	
Master Schedule was adjusted to include an Intervention/Enrichment block as a part of the MTSS implementation process	Principal will work with staff to determine specific lines, locations and enrollment. Principal will also work with curriculum coach and classrooms personnel to provide information to the Director and IPF. Director and IPF will ensure principal has access to on-going data including distinct assessment data. Teachers will review classroom formative data weekly to inform instruction and student groupings.	Data review after each testing window. Ongoing review of formative data weekly	P/C minutes/note, student enrollment lists for L/E periods. Student outcomes on various assessments	Costs to continue use of District assessments	This time has been added. See link. Literacy component times may be found here: https://drive.google.com/file/d/0B7d2aunbmkSxXRTMfZVdVdIw/view This link to the grade-level schedules and master schedule may be found here: https://drive.google.com/file/d/0B7d2aunbmkSxXRTMfZVdVdIw/view	
Bilingual training to both ESL teachers and dual language teachers delivered Karen Beeman from the Institute for Bilingual	EX Director for Middle Grades and ESL Instruction will work with Assistant Superintendent and administrator to coordinate data and locations for training.	On-going throughout the 2015-2016 school year.	Sign in sheets and materials from PD session. Walkthrough data referencing the use of bridging, language supports in both Spanish and English	Coverage for teachers to pay for substitutes, contract for guest speaker, contract for \$15,000 for district for 12 sessions with ESL and DL staff	Bilingual training continues. December 14th ESL teachers had their third training. SCE dual language teachers have attended each training	

Achieve 3000 Training for the school	Asst. Superintendent, Principal, Coaches	September 2015 and follow-up training October 2015	Sign in sheets and online resource for teachers and students. Monitoring of lesson plans.	\$30,000 for all DL schools and all DL students	SCE teachers grades 2-5 have been trained and are using Achieve 3000. After initial training, Achieve 3000 staff have been at SCE with teachers (e.g. on Dec. 15). Admin. has set the expectation for our teachers that at least 2 articles per month will be read by students (in Spanish in traditional classrooms, and in English in traditional classrooms).
Orion-Gillingham Advanced training for 3-5 grade teachers	Elem Director will coordinate, principal will ensure teachers attend.	By spring 2016	Attendance logs, training materials, student data	\$650 per teacher	This is occur Feb. 22-25. SCE will be sending a team of 12 teachers for the training from grades 3-5.
Ongoing support and direction with the implementation of MTSS for Academics and Behavior through PLC support	Student Services Director, MTSS IPF, administration, coaches	Monthly PLC meetings	Monthly feedback notes	Cost of subs for training sessions if needed	At this time there has been one district training on behavior support. In addition the MTSS district team completed a training at the SCE December faculty meeting.
Literacy/TA reading and writing support	Executive Director, IPF, Coaches	October 12, 2015 review training, monthly Literacy/TA support for coaches (online)	sign in sheets from training and follow-up through coach meetings (monthly)	\$2000/school	Ongoing monthly support. Literacy/TA sessions are available for all coaches to support their teachers.
IPF support in reading and math (GZahn-4th, CROA-4th, EArrends-1st, JWalker-1st, SSupple-H)	Executive Director, Principal, IPF, K-5, Coach	Early November meeting with ED, IPF and Principal	IPF notes/follow-up with admin	N/A	IPF has completed initial round of observations of teachers. She is now in the process of working on areas of growth with each. Roa (classroom layout, routines, and procedures, will model shared reading in Spanish), Walker (test, routines and procedures [ELA]), Arrends (Math, routines and procedures, rigor, and differentiation), Supplee (rigor within math), Ciro (rigor and differentiation in Spanish math class), Zahn (guided reading)
PLC coaching and intervention walkthroughs	MTSS Instructional Program Facilitator will coordinate PLCs and do intervention walkthroughs	On going throughout the 2015-2016 school year.	Anecdotal notes from PLCs and walkthroughs and Google Document for PLC minutes	None	
The district will provide ongoing support for Beginning Teachers. This will include classroom observations, walkthroughs, video feedback, visits to classrooms, teacher classrooms, and principal and BT Champion follow up on a regular basis.	HR Asst, Superintendent, Principal, BT Champion	Ongoing from January-April	Mentor BT logs, video footage, mentor notes, etc.	Will vary by BT champion. District will pay hourly rate for the BT champions for each school.	
Progress Monitoring within regular classroom instruction PD	Claudia Lanier, DPI RTA Literacy Consultant	Dec 8th meeting, follow-up on February 9 after Principal meeting on the 3rd		no cost	Dec 8 -Claudia met with VCE and SCE regarding progress monitoring with fidelity, how to progress monitoring during instruction.

Plan for Improvement Rubric – Feedback Form

strict Name: Chatham County Schools		School Name: Siler City Elementary School	School Year: 2015-16
strict Code: 190		School Code: 190350	Date Completed:

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
1. Student, teacher, and community demographics are included.	No demographic information about students, teachers, and the community are included or data is minimal.	Includes demographic information about students, teachers, and the community.	Includes demographic information about students, teachers, and the community, and changes over time are described and analyzed.	The submitted plan includes a mission and vision statement. Additional, the plan includes demographic data about students, teachers and the community. Although the plan includes specific demographic information and states the demographic data has remained stable, consider including a 3 year analysis of the demographic data to show specific changes over time.
2. Current data on student achievement are included.	No student achievement data is included or data is limited or outdated.	Includes current data on student performance on state and local assessments for the past three years.	Includes data on student performance on state and local assessments for the past three to five years with an analysis of student subgroup performance for trends.	The plan includes an analysis of current EOG and the percentage of students meeting grade level proficiency (GLP) and College-and-Career Ready (CCR) standards. Other data analysis sources include AMO targets, EVAAS growth data and AllMSweb components. The plan further states that an area of focus for the school is increasing fluency in the areas of reading and math. To strengthen the plan, consider doing a deeper analysis of 3 years of data by grade levels and subgroups, if available. This analysis might be helpful in identifying trends over time and school improvement needs.
3. Student behavior data is included.	No student behavior data are included or student behavior data are limited to attendance, dropout/ promotion, or discipline.	Attendance, dropout/promotion, and discipline data are included and an analysis with conclusions is provided.	Attendance, dropout/ promotion, and discipline data are included with an analysis of student subgroup performance.	The plan includes in-school and out-of-school suspension data for the 2014-15 school year. However, no data regarding the offenses causing the suspensions was included. The plan has as a goal (Goal 2) to reduce suspensions by 20%. As a strategy, the plan states that the Leader In Me (LIM) model will be used school-wide. To strengthen the plan, consider doing an analysis of suspension data by grade levels and subgroups to identify patterns. Additionally, consider analyzing attendance data to see if there is a correlation between behavior and attendance. Questions to consider: By adding attendance data and analyzing suspension data by grade levels and subgroups, would the goal and action steps identified be appropriate? Would new goals or action steps be needed? Are there patterns of suspensions for particular grade levels or subgroups?
4. Goals are Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART).	Goals either are missing or appear to be random and/or unspecific.	Goals are SMART – they realistically and strategically support improvement needs and project a reasonable date of attainment.	Goals are SMART and strategically support improvement needs, project a reasonable date of attainment, and demonstrate that data are used as the basis for	Goals 1 and 2 have components of SMART (specific, measurable, attainable, realistic, and time-bound); however, with one year of data, it is difficult to determine if the identified goals are attainable and realistic. Additionally, Goal 3 is not written as SMART. Questions to consider: Would a 3 year data analysis enhance your goals and aid in writing SMART goals? Would performance targets change as a result of this analysis?

Plan for Improvement Rubric – Feedback Form

strict Name:		Chatham County Schools		School Name:		Siler City Elementary School		School Year:		2015-16	
strict Code:		190		School Code:		190350		Date Completed:			

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
<p>5. The vision of improvement is reflected in goals that are focused, data-based, tracked for progress, and understood by the community.</p>	Goals are not aligned to the vision of improvement or are not informed by a data-driven needs assessment or by ongoing data gathering and analysis.	Goals are connected to the data gathering and analysis and are aligned with the vision of school improvement.	Goals are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and increase student achievement.	<p>The plan identifies 3 goals with strategies, strategy targets and action steps. Although goals and strategies are listed, all strategies are not clearly aligned to identified goals. For example, Goal 1 states that by Spring 2016, the EVAAS growth score will be greater than 2.0. Additionally, strategies 1 and 2 under this goal highlight increasing reading and math fluency. To explain further, Goal 3 sets the target of meeting 80% of fluency goals by EOY assessments using the DuFour model of PLC. Questions to ponder: How will increasing reading and math fluency increase the EVAAS growth score to greater than 2.0? How will following the DuFour model of PLC meet 80% of fluency goals in reading and math? Would a 3 year data analysis by subgroup change your goals, strategies and action steps?</p>
<p>6. Research-based strategies have been identified based on needs.</p>	Strategies are not directly aligned with needs and do not reference research-based models.	Strategies are aligned with needs.	Research-based strategies are directly aligned with needs.	<p>The plan includes a variety of strategies; however, it is unclear if strategies listed are research-based. Question to consider: How would a 3 year analysis of data better align goals and strategies to student needs?</p>
<p>7. Research-based strategies are evaluated for effectiveness.</p>	Strategies have been implemented and there is no evidence of monitoring for effectiveness.	Strategies have been implemented and there is evidence of monitoring of effectiveness.	Research-based strategies have been implemented and there is evidence of ongoing monitoring for effectiveness.	<p>The plan includes a variety of strategies and action steps. The submitted plan follows the Plan-Do-Check-Act (PDCA) format. In the "Check" section of the plan, time has been devoted to reviewing artifacts and data collection. Question to consider: Once data is collected, how will it be used to determine the effectiveness of strategies and action steps?</p>
<p>8. Action Steps provide a logical path to goal attainment by addressing identified needs.</p>	Action Steps are not clearly described, do not clearly address data-driven needs or are not aligned to the goal.	Action steps are clearly described, clearly address data-driven needs, and are aligned with the goal.	Action Steps are clearly described, address data-driven needs and include effective practices and a rationale describing how the activities support the attainment of the goal.	<p>The action steps are described and support strategies. Additionally, action steps include teacher professional development, reducing class size, goal setting for students and completion dates for some activities. Although action steps support the identified strategies, goals and strategies are not clearly aligned. Consider the following questions: How could you better align goals, strategies and action steps? How will you evaluate the effectiveness of each action step and its impact on student achievement and teacher practice?</p>

Plan for Improvement Rubric – Feedback Form

istrict Name:	Chatham County Schools	School Name:	Sliver City Elementary School	School Year:	2015-16
istrict Code:	190	School Code:	190350	Date Completed:	

CRITERIA	Does Not Meet the Criteria	Meets the Criteria	Exceeds the Criteria	Feedback Notes
9. Action Steps include a plan for monitoring progress and a procedure for making adjustments.	A monitoring plan and procedures for plan revision do not exist or are unclear.	A monitoring plan and procedures for plan revision exist and are clearly described.	An ongoing monitoring plan and procedures for plan revision exist and are clearly described with personnel and timelines identified.	The plan highlights a variety of strategies and action steps. The plan also follows the Plan-Do-Check-Act (PDCA) format. Time is embedded in the plan to determine if strategies were implemented with fidelity and if strategies led to progress toward the identified goal; however, no information regarding review of the plan was included. Questions to consider: How often will the plan be reviewed? Monthly? Quarterly? What process will be used to revise the plan, if needed?
<div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> OVERALL: <i>Including General Notes, Questions, Other, Etc.</i> </div> <div style="width: 60%;"> Questions to consider: Once data is collected, how will you evaluate the effectiveness and impact of goals and strategies on student achievement? How often will the plan be reviewed? What system or process will be used to revise the plan, if needed? How might a 3 year analysis of student data strengthen school improvement efforts? How will you evaluate the effectiveness of professional development and its impact on student achievement and teacher practice? </div> </div>				

2015-16 School Improvement Plan

LEA or Charter Name & Number: Chatham County Schools (#190)
School Name & Number: Siler City Elementary School (#190350)
School Address: 671 Ellington Road
 Siler City, NC 27344
Plan Year(s): 2015-16
Date prepared: September 30, 2015

Principal Signature: _____ **Dr. Larry Savage** _____

 Typed Name Approval Date

Local Board Approval Signature: _____

 Typed Name Approval Date

School Improvement Team Membership	
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>	
Committee Position*	Name
Principal	Dr. Larry Savage
Assistant Principal Representative	Tania Poston
Teacher Representative	Sandy Sistrunk
Inst. Support Representative	Nikki Murchison
Teacher Assistant Representative	
Parent Representative	J. Tillit, C. Bredenberg, J. Sandal
Teacher Representative	Stephanie Smith
Teacher Representative	Jessica Walker
Teacher Representative	Blair Baxter
Teacher Representative	Amy Seitz
Teacher Representative	William Urena
Teacher Representative	Megan Harvey
Teacher Representative	Janet Brady
Teacher Representative	Kaye Pluth
Curriculum Coach	Carmen Gaby
Teacher Representative	Laurin Deaton
Teacher Representative	April Perry
Teacher Representative	Teresa Meadows
Teacher Representative	Michael Palmer
Teacher Representative	Judit Dorado

* Add to list as needed. Each group may have more than one representative.

School Vision and Mission Statements for Siler City Elementary School

Vision:

At SCE, we grow by celebrating our culture and becoming leaders to improve ourselves and our community.

Mission:

We will: develop positive, caring relationships among all stakeholders; embrace the Leader in Me philosophy; establish a nurturing, engaging, collaborative learning community; foster cultural responsiveness; and, provide a rigorous and relevant curriculum.

Executive Summary for Siler City Elementary School

Based your answers from the School Data and Summary Analysis please provide a brief (no more than 2 paragraphs) summary of your school's achievements and highlights last year as well as the areas for growth that you plan to focus on this up-coming school year. This could include special events, unique awards, or student/staff accomplishments not necessarily mentioned in last year's school improvement plan.

Siler City is a medium size North Carolina town located in Chatham County with a population of approximately 8,273 (see U.S. Census Bureau statistics). Siler City's demographic breakdown is 49.8% Hispanic/Latino, 29.2% White, and 19.1% African American. Siler City's household income falls below the North Carolina average. Over time, Siler City's population has become increasingly diverse, with overall wealth declining due to job loss.

Siler City Elementary School (SCE) had 693 students at the end of the 2014/15 school year with 88 Exceptional students (13% of total student population), 256 LEP students (37% of total student population), 73 Academically and Intellectually Gifted (AIG) students (11% of the total population), and 624 students eligible for free and reduced lunch (83% of the total student population). SCE's student population is 14% African American, 68% Hispanic/Latino, 21% White, 4% multi-racial, and less than 1% Asian. Over time, SCE's demographic data has remained relatively stable while the percentage of free and reduced lunch students has fallen slightly.

SCE has approximately 56 certified staff with 95% being female and 5% male. 73% of SCE's teachers are White, 21% Hispanic/Latino, and 4% are African American.

SCE's 2014/15 EOG data demonstrate that our school continues to score below the State and our District. In 3rd grade 34.5% of students were 'college and career ready' (CCR) in reading and 47.1% were grade-level proficient (GLP) in reading. In 4th grade, scores were 42.2 (CCR) and 48.3 (GLP) in reading. In 5th grade, scores were 29.3 (CCR) and 48.9 (GLP) in reading. In 3rd grade, math scores were 34.5 (CCR) and 44.5 (GLP). In 4th grade, math scores were 38.8 (CCR) and 44.8 (GLP). In 5th grade, math scores were 38.0 (CCR) and 42.4 (GLP). Science scores for 5th graders were 39.1 (CCR) and 47.8 (GLP). Overall, these scores were relatively stable when compared to 2013/14 EOG data. SCE staff met expected growth as measured by EVAAS for the 2014/15 school year. Disaggregating the EVAAS data by reading and math shows that SCE did not meet expected growth in the area of math, and exceeded expected growth in reading. SCE's Limited English proficient (LEP) students exited at a rate of 25%. SCE met 3 of its 8 Annual Measurable Objectives (AMO) in the area of reading (we met in the areas of African American, White, and LEP and missed in the areas of All, Hispanic, Economically Disadvantaged Students [EDS], Students with Disabilities [SWD] and AIG). In the area of math, we met 2 of 8 AMOs (we met in the areas of White and LEP and missed in the All, EDS, AIG, ED, African American, and Hispanic areas). In science, we met 1 of 3 goals (we met with Hispanic students and missed in the All and EDS categories). Taken together, large gaps between subgroups are evident in our data.

A review of End of Year (EOY) and Beginning of Year (BOY) data at SCE reveals the need to target fluency in the areas of reading and math so that students are better prepared to access the common core standards. At the kindergarten level for the 2015/16 BOY data, 34% of SCE's students scored proficient in AIMSweb first sound fluency (FSF), 43% were proficient in AIMSweb oral counting measures (OCM), 57% were proficient in the number identification measure (NIM), and 53% were proficient in quantity discrimination measures (QDM). At the first grade level, 35% of SCE students scored proficient in AIMSweb NWF, 62% were proficient in AIMSweb OCM, 58% were proficient in NIM, 66% were proficient in QDM, and 67% were proficient in missing number measurement (MNM). In second grade, 31% of students were proficient on the AIMSweb math computations (M-COMP), 53% were proficient (55 words per minute) on the DIEBELS Oral Reading Fluency (DORF), and 64% of students were proficient overall on the DORF with 84% accuracy. In third grade, 11% of students were proficient in math as measured by Scholastic Math Inventory (SMI) and 62% were proficient as measured by the DORF (Fluency) with an average of 78 WPM. In fourth grade, 10% of students were proficient in math as measured by SMI and 43% were proficient as measured by the DORF (Fluency) with an average of 84 WPM. In fifth grade, 24% of students were proficient in math as measured by SMI and 55% were proficient as measured by the DORF (Fluency) with an average of 115 WPM.

Student behavior data from 2014/15 included 203 total office referrals (174 from school and 30 from school buses), 33 out-of-school suspensions (OSS) for a total of 56.7 days, and 45 in-school suspensions (ISS) for a total of 52.7 days. 18 students accounted for 68% of all office referrals reported in PowerSchools, 39.7 days of the OSSs (70%), and 34.25 of the ISSs (65%).

As demonstrated by the data above, academic achievement, especially in the area of reading and math fluency, along with student behavior continues to be a concern at SCE. Because of this, SCE will focus on improving students' fluency in the areas of reading and math, continue to implement the Leader in Me philosophy to tap into and grow out students' internal motivation, and work to improve curriculum planning/alignment and the use of data to inform instruction by focusing on our Professional Learning Teams school-wide.

Priority Goal #1 and Associated Strategies for Siler City Elementary School

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Improve students' academic growth in reading and math.

School Goal #1:	By Spring, 2016, Siler City Elementary School's (SCE) EVAAS School Accountability Growth Index score calculated from SCE's 2015/16 End of Grade assessment results will be greater than 2.0	
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	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Produce Globally Competitive Students	Objective 2

Target:	<p>Strategy targets:</p> <p>By May 2016, 75% of kindergarten students will demonstrate proficiency on Aimsweb measures (OCM, NIM, QDM, MNM)</p> <p>By Middle of Year (MOY), the average score of mClass First Sound Fluency (FSF) for all kindergarten students will increase from 7 to 32 (a goal of 25 growth points for each student)</p> <p>By End of Year (EOY), 50% of first grade students will be proficient in oral counting, number identification, quantity discrimination, and missing number</p> <p>By EOY, the average score across 1st Grade will increase from 27 to 63 as measured by Nonsense Word Fluency (NWF)-CLS</p> <p>By EOY, students in the 2nd grade will grow an average of 30 points on the AIMSweb M-CAP measure</p> <p>By EOY, the average words per minute read for students in second grade will be 97 with 91% accuracy as measured by DORF Fluency and Accuracy</p> <p>By EOY, 40% of third graders will be proficient as measured by SMI</p> <p>By EOY, third grade students will grow an average of 40 wpm as measured by the DORF fluency measure</p> <p>By EOY, 40% of SCE fourth graders will be proficient or higher in math as measured by the SMI assessment</p> <p>By EOY, students in 4th will grow an average of 31 WPM on the DORF fluency measure</p> <p>By EOY, at least 55% of students in 5th grade will be on grade level in math as measured by SMI</p> <p>By EOY, the average growth of students in 5th grade will be 25 words per minute based on the DORF measure</p>	
Indicator:	<p>Reading 3-D assessment</p> <p>AIMSweb</p> <p>SMI</p> <p>Walk-through data</p>	
Milestone Date:	<p>BOY, MOY, EOY Reading 3-D, AIMSweb, and SMI data</p> <p>2016 EOG score release dates and EVAAS growth measure release date</p>	

Strategy #1: We will target reading fluency in grades K-5 to improve students' foundational skills

Action Steps	
1	Fluency practice will be an explicit part of ELA instruction daily including utilizing timed passages
2	An average of 5 minutes a day per week of fluency practice will take place during intervention time (Plus Time)
3	Teachers in grades K-2 will be trained to use Recipe for Reading with training to be completed by December, 2015. Teachers in Traditional and English World classrooms will be expected to use Recipe for Reading 30 minutes daily
4	Teachers in grades 3-5 will be trained to use Recipe for Reading with training to be completed by May, 2016
5	With the help of our supplemental parent outreach support person, activities will be developed to be sent home that will allow parents to practice fluency skills with their children
6	Students will be progressed monitored using the appropriate indicators to monitor fluency focus areas
7	Students will set individual ELA fluency goals for themselves as documented in their leadership notebooks and grade-levels will set grade-level goals. The goals will be tracked by classroom teachers
8	A supplemental reading specialist and instructional coach will help support reading fluency
9	Classroom size will be reduced to improve teachers' abilities to support students' fluency development

Strategy #2: We will target math fluency and increase students' exposure to math word-problems in grades K-5 to improve students' educational outcomes

Action Steps	
1	Fluency practice in math will be an explicit part of daily instruction including completed timed-tests (utilize the AIMSweb 1 minute assessments to inform instruction)
2	Fluency practice will be an expectation during intervention time with an average of 5 minutes a day per week devoted to math fluency
3	With the help of our supplemental parent outreach support person, activities will be developed to be sent home that will allow parents to practice fluency skills with their children
4	Students will set individual math fluency goals for themselves as documented in their data notebooks and grade-levels will set grade-level goals. The goals will be tracked by classroom teachers
5	We will hire a supplemental instructional coach to support classroom teachers' math instruction
6	Classroom size will be reduced to improve teachers' abilities to support students' fluency development

Strategy #3: We will select and train on 3 high-impact instructional priorities

Action Steps	
1	We will consult with an expert in dual language (Ms. Karen Beeman) to identify the highest impact instructional strategies needed to successfully differentiate instruction
2	We will consult with our CCS District Instructional Priorities document
3	We will train teachers on these strategies: students using language in every classroom (Spanish in Spanish World) and practicing accountable talk daily (common core speaking objectives); objectives posted in kid friendly language and read to the class in all content areas (including a common core speaking objective); maintaining accountability in small group work by focusing on student writing to explain understanding (accountability writing). We will monitor implementation through administration walk-throughs
4	Our supplemental instructional coach positions will model these strategies for staff with each new teacher at least 1 time per month
Strategy #4:	
Action Steps	
1	

How will we fund these strategies?

Funding Source	Amount
School General Funds	\$0.00
Federal Funds Title I	168,770.00
Local District Funds	

Assigned Implementation Team:	Grade Level PLCs/Administration/Curriculum Coaches/Professional Development and Parent Outreach Teams
Title I Components	Schoolwide Reform Quality & On-going PD



What data will be used to determine whether the strategies were deployed with fidelity?

Formal and informal observations by administration / teacher lesson plans / staff development log and agendas/data boards posted around the school building

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Reading 3-D, SMI, AIMSwab, EOG, and EVAAS data

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Priority Goal #2 and Associated Strategies for Siler City Elementary School

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Improve student behavior to maximize instructional time engaged in core curriculum for SCE students

School Goal #2: By June of 2016, in-school and out-of-school suspensions will be reduced by 20% when compared with 2014/15 suspension behavior

Relevant CCS Goal		Relevant Objective
Supports this District Goal:	CCS Students Will Be Healthy and Responsible	Objective 3

Target: 20% less in-school and out-of-school behavior in 2015/16 when compared to 2014/15

Indicator: Referral data

Milestone Date: We will evaluate referral numbers at the end of each quarter

Plan/Do

Strategy #1: Implement the Leader in Me model school-wide

Action Steps	
1	Partner with Virginia Cross elementary school to ensure all staff are trained in the LIM philosophy
2	We will review teacher lists to verify everyone at SCE has received training
3	By the first three weeks of school, classroom teachers will have created leadership notebooks and will have reviewed the 7 habits
4	Students will keep a data notebook with academic and behavioral goals and track goals weekly
5	A walk-through tool will be developed by the Lighthouse Team to monitor implementation. Data will be reviewed quarterly
6	During the month of October, LIM leadership notebooks and the teaching of the LIM framework will take place during recess time on days when those classes have PE
7	Using Title 1 supplemental funds, hire a LIM coach to help support LIM implementation

Strategy #2: In conjunction with SCE's Leadership Team, SCE's MTSS team will develop a behavior plan school-wide

Action Steps	
1	As a staff, we will define 'minor' and 'major' behavior and consequences for actions
2	We will agree on a common behavior framework and common language that will be used school-wide
3	We will set classroom, grade-level, and school behavior goals and have quarterly (starting at the end of the second quarter) and end of year celebrations related to meeting goals
4	We will train staff on the behavior plan
5	Use of Title 1 funds to Track behavior using SWISS to establish a baseline
6	Train staff on entering data into SWISS
7	Classroom sizes will be reduced to help teachers better meet the needs of individual students
8	We will hire a supplemental instructional assistant to support the behavior plan

Strategy #3:	
Action Steps	
1	

Strategy #4:	
Action Steps	
1	

How will we fund these strategies?		
Funding Source		Amount
Federal Funds Title I		48,629.98

Assigned Implementation Team:	SCE Administration, MTSS team; Lighthouse Team
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Title I Components	Integration of Services & Programs Schoolwide Reform
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

SWISS data, walkthrough data; minor and major artifacts; committee minutes.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will be able to track referral data quarterly to compare with 2014/15 referral data.

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates....)

Priority Goal #3 and Associated Strategies for Siler City Elementary School

Area of Improvement and Supporting Data:

This is where a school would briefly describe the focus for this goal. Example might be "student attendance", "parent involvement", "reading comprehension across content" etc. This is also where you would write the current level of performance for this area or target is.

Effective Professional Learning Teams (PLCs)

School Goal #3: By following with fidelity the DuFour Model for PLCs, 80% of grade-level fluency goals in reading and math will be met by EOY assessments

	Relevant CCS Goal	Relevant Objective
Supports this District Goal:	CCS Will Be Lead by 21st Century Professionals	Objective 1

Target:	Strategy Targets: By May 2016, 75% of kindergarten students will demonstrate proficiency on Aimsweb measures (OCM, NIM, QDM, MINM) By Middle of Year (MOY), the average score of mClass First Sound Fluency (FSF) for all kindergarten students will increase from 7 to 32 (a goal of 25 growth points for each student) By End of Year (EOY), 50% of first grade students will be proficient in oral counting, number identification, quantity discrimination, and missing number By EOY, the average score across 1st Grade will increase from 27 to 63 as measured by Nonsense Word Fluency (NWF)-CLS By EOY, students in the 2nd grade will grow an average of 30 points on the AIMSweb M-CAP measure By EOY, the average words per minute read for students in second grade will be 97 with 91% accuracy as measured by DORF Fluency and Accuracy By EOY, 40% of third graders will be proficient as measured by SMI By EOY, third grade students will grow an average of 40 wpm as measured by the DORF fluency measure By EOY, 40% of SCE fourth graders will be proficient or higher in math as measured by the SMI assessment By EOY, students in 4th will grow an average of 31 WPM on the DORF fluency measure By EOY, at least 55% of students in 5th grade will be on grade level in math as measured by SMI By EOY, the average growth of students in 5th grade will be 25 words per minute based on the DORF measure	
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Indicator:	Reading 3-D assessment AIMSweb SMI	
Milestone Date:	BOY, MOY, EOY Reading 3-D, AIMSweb, and SMI data	

Strategy #1:	By September, 2015, 100% of PLC teams will establish norms, agree on committee roles, and utilize the admin. provided agenda in every PLC meeting during the 2015/16 school year	
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Action Steps	
1	Folders will be created in Google Drive for every school PLC team to upload norms, committee roles, meeting locations, and PLC minutes each week
2	SCE's Google calendar will be updated with PLC meeting dates for 2015/16 and the time the committees will meet
3	PLC members will place questions for administration/curriculum coaches in the weekly minutes and highlight them in red
4	Administration/supplemental curriculum coaches will attend PLCs on a weekly basis to provide support

Strategy #2:	SCE PLC teams will meet weekly and discuss: 1) whole-class, small group, and individual student data, 2) the alignment of the taught and tested curriculum, and 3) group students based on plus time; as documented by observations, agendas, and PLC minutes
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Action Steps	
1	Central Services staff will visit SCE in September and October to help train and model effective PLCs for SCE teachers and develop Tier 1 plans
2	Important information such as District and SCE instructional priorities and curriculum maps will be loaded into each PLC's Google drive folder to make the information more accessible
3	Grade levels will create at least 1 pre- and post-assessment per 2 weeks based on the priority standard from the ELA and math curriculum maps to guide intervention time groups each two weeks
4	Tier 1 plans will be completed by mid-October, and Tier 2 plans by mid-November
5	The Lighthouse team will agree on lesson plan components to be included in lesson plans for all grade-levels
6	Lesson plans will be submitted weekly and stored in grade-level folders found on Google Drive starting the second week in October
7	Additional professional development surrounding PLCs will be offered as identified needs arise in 2015/16
8	We will hold 3.5 curriculum planning days to help teachers develop curriculum maps by week

Strategy #3:	
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Action Steps	
1	

Strategy #4:	
---------------------	--

Action Steps	
1	

How will we fund these strategies?

Funding Source		Amount
Federal Funds Title I		86,775.00

Assigned Implementation Team:	SCE PLCs, Administration/Curriculum Coaches, Lighthouse Team, Professional Development Team
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Title I Components	Inclusive decision making Integration of Services & Programs Schoolwide Reform
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Check

What data will be used to determine whether the strategies were deployed with fidelity?

Weekly checks of agendas and minutes from PLC meetings
Administrative participation and walk-through data collected in PLCs

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

A review of Reading 3-D, SMI and AIMsweb data

Act

What do data show regarding the results of the implemented strategies?

This is where updates would be written based on district up-date requirements and/or those the school identified in previous sections. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates...)

Based upon identified results, are any changes to current strategies anticipated?

This is where any revisions or changes in strategies would be noted. Each entry could simply be started with the date. (Ex. June 1, 2013: As of this point SMI data indicates...)

Professional Development Plan

School Goal 1

Alignment

Related Strategies:	Strategy 1: We will target reading fluency in grades K-5 to improve students' foundational skills
	Strategy 2: We will target math fluency and increase students' exposure to math word-problems in grades K-5 to improve students' educational outcomes
	Strategy 3: We will select and train on 3 high-impact instructional priorities
	Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
	Recipe for Reading Training K-2	Cathy Snipes	K-2 Teachers		Federal \$ 4,600.00
	Recipe for Reading Training 3-5	Cathy Snipes	3-5 Teachers		State
	Rigor and Accountable Talk PD	SCE Admin. will select	K-5		Federal \$2,000.00

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

Recipe for Reading training will allow teachers to better help support students' fluency skills (a focus area for our school). The Rigor and Accountable Talk PD is focused on more rigorous activities in our school and students spending more time engaged in targeted language practice.

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

We will evaluate through our grade-level fluency targets as well as walk-through tools.

Professional Development Plan

School Goal 2

Measurable

Related Strategies:	Strategy 1: Implement the Leader in Me model school-wide
	Strategy 2: In conjunction with SCE's Leadership Team, SCE's MTSS team will develop a behavior plan school-wide
	Strategy 3:
	Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
	LIM training for teachers who have not yet been trained	SCE and Virginia Cross Staff and LIM Coach	Teachers who have not yet been trained in the LIM framework		\$10,500.00
	SWIS Training	SWIS representative	All SCE staff		

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

Teachers will better be able to articulate to students the '7 Habits' and help students create and maintain their data notebooks. In addition, staff will learn to enter behavior information in SWIS and disaggregate the data.

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

SCE's Lighthouse team will use a walk-through tool to evaluate students' understanding of the 7 habits as well as surveys. In addition, students' notebooks would be sampled and evaluated.

Professional Development Plan

School Goal 3

Alignment

Related Strategies:	Strategy 1: By September, 2015, 100% of PLC teams will establish norms, agree on committee roles, and utilize the admin. provided agenda in every PLC meeting during the 2015/16 school year
	Strategy 2: SCE PLC teams will meet weekly and discuss: 1) whole-class, small group, and individual student data, 2) the alignment of the taught and tested curriculum, and 3) group students based on plus time; as documented by observations, agendas, and PLC minutes
	Strategy 3:
	Strategy 4:

Planning

Date	Topic	Facilitator(s)	Audience	Anticipated Cost	Funding Source
	Training on the DuFour model of PLCs	CCS Staff or other experts identified by SCE	Certified Staff K-5		\$2,000.00
	3.5 Curriculum Planning Days		Grade-Level Teachers K-5		\$15,000.00

Effectiveness/Fidelity

Describe the skills or practices intended as outcomes of these sessions?

Teachers will learn how to run more effective PLCs related to planning, assessments, and disaggregating student data. In addition, teachers will be given time to complete these tasks.

How will you evaluate the success of each of these sessions in meeting the intended outcomes?

The success of these sessions will be evaluated through the grade-level targets noted in SIP Goals 1 and 3

[illegible]

Goal 1: By Spring, 2016, Siler City Elementary School's (SCE) EVAAS School Accountability Growth Index score calculated from SCE's 2015/16 End of Grade assessment results will be greater than 2.0					
	Strategy 1				
1. We will target reading fluency in grades K-5 to improve students' foundational skills.					
	Action Steps				Updates
	1. Fluency practice will be an explicit part of ELA instruction daily including utilizing timed passages.				Ongoing.
	2. An average of 5 minutes a day per week of fluency practice will take place during intervention time (Plus Time).				Ongoing.
	3. An average of 5 minutes a day per week of fluency practice will take place during intervention time (Plus Time). Teachers in grades K-2 will be trained to use Recipe for Reading with training to be completed by December, 2015. Teachers in Traditional and English World classrooms will be expected to use Recipe for Reading 30 minutes daily.				Completed.
	4. Teachers in grades 3-5 will be trained to use Recipe for Reading with training to be completed by May, 2016.				Planned. Training organized by C. Little's team.
	5. With the help of our supplemental parent outreach support person, activities will be developed to be sent home that will allow parents to practice fluency skills with their children.				Being developed. The decision was made by the Parent Outreach team to focus on math only related to fluency practice at home.
	6. Students will be progressed monitored using the appropriate indicators to monitor fluency focus areas.				Ongoing.
	7. Students will set individual ELA fluency goals for themselves as documented in their leadership notebooks and grade-levels will set grade-level goals. The goals will be tracked by classroom teachers.				Completed.
	8. A supplemental reading specialist and instructional coach will help support reading fluency.				Completed.
	9. Classroom size will be reduced to improve teachers' abilities to support students' fluency development.				Completed.
	Strategy 2				
2. We will target math fluency and increase students' exposure to math word-problems in grades K-5 to improve students' educational outcomes					
	Action Steps				Updates
	1. Fluency practice in math will be an explicit part of daily instruction including completed timed-tests (utilize the AlMSweb 1 minute assessments to inform instruction).				Completed.
	2. Fluency practice will be an expectation during intervention time with an average of 5 minutes a day per week devoted to math fluency.				

3. With the help of our supplemental parent outreach support person, activities will be developed to be sent home that will allow parents to practice fluency skills with their children.					
4. Students will set individual math fluency goals for themselves as documented in their data notebooks and grade-levels will set grade-level goals. The goals will be tracked by classroom teachers.					
5. We will hire a supplemental instructional coach to support classroom teachers' math instruction.					
6. Classroom size will be reduced to improve teachers' abilities to support students' fluency development.					
	Strategy 3				
3. We will select and train on 3 high-impact instructional priorities.					
	Action Steps				Updates
1. We will consult with an expert in dual language (Ms. Karen Beeman) to identify the highest impact instructional strategies needed to successfully differentiate instruction.					
2. We will consult with our CCS District Instructional Priorities document.					
3. We will train teachers on these strategies: students using language in every classroom (Spanish in Spanish World) and practicing accountable talk daily (common core speaking objectives); objectives posted in kid friendly language and read to the class in all content areas (including a common core speaking objective); maintaining accountability in small group work by focusing on student writing to explain understanding (accountability writing). We will monitor implementation through administration walk-throughs.					
4. Our supplemental instructional coach positions will model these strategies for staff with each new teacher at least 1 time per month.					

Goal 2: By June of 2016, in-school and out-of-school suspensions will be reduced by 20% when compared with 2014/15 suspension behavior

Strategy 1					
1. Implement the Leader in Me model school-wide.					
Action Steps				Updates	
1. Partner with Virginia Cross elementary school to ensure all staff are trained in the LIM philosophy.					
2. We will review teacher lists to verify everyone at SCE has received training.					
3. By the first three weeks of school, classroom teachers will have created leadership notebooks and will have reviewed the 7 habits.					
4. Students will keep a data notebook with academic and behavioral goals and track goals weekly.					
5. A walk-through tool will be developed by the Lighthouse Team to monitor implementation. Data will be reviewed quarterly.					
6. During the month of October, LIM leadership notebooks and the teaching of the LIM framework will take place during recess time on days when those classes have PE.					
7. Using Title 1 supplemental funds, hire a LIM coach to help support LIM implementation.					
Strategy 2					
2. In conjunction with SCE's Leadership Team, SCE's MTSS team will develop a behavior plan school-wide.					
Action Steps				Updates	
1. As a staff, we will define 'minor' and 'major' behavior and consequences for actions.					
2. We will agree on a common behavior framework and common language that will be used school-wide.					
3. We will set classroom, grade-level, and school behavior goals and have quarterly (starting at the end of the second quarter) and end of year celebrations related to meeting goals.					
4. We will train staff on the behavior plan.					
5. Use of Title 1 funds to Track behavior using SWISS to establish a baseline.					
6. Train staff on entering data into SWISS.					
7. Classroom sizes will be reduced to help teachers better meet the needs of individual students.					
8. We will hire a supplemental instructional assistant to support the behavior plan.					

Goal 3: By following with fidelity the DuFour Model for PLCs, 80% of grade-level fluency goals in reading and math will be met by EOY assessments

Strategy 1				
1. By September, 2015, 100% of PLC teams will establish norms, agree on committee roles, and utilize the admin. provided agenda in every PLC meeting during the 2015/16 school year.				
Action Steps				Updates
1. Folders will be created in Google Drive for every school PLC team to upload norms, committee roles, meeting locations, and PLC minutes each week.				
2. SCE's Google calendar will be updated with PLC meeting dates for 2015/16 and the time the committees will meet.				
3. PLC members will place questions for administration/curriculum coaches in the weekly minutes and highlight them in red.				
4. Administration/supplemental curriculum coaches will attend PLCs on a weekly basis to provide support.				
Strategy 2				
2. SCE PLC teams will meet weekly and discuss: 1) whole-class, small group, and individual student data, 2) the alignment of the taught and tested curriculum, and 3) group students based on plus time; as documented by observations, agendas, and PLC minutes.				
Action Steps				Updates
1. Central Services staff will visit SCE in September and October to help train and model effective PLCs for SCE teachers and develop Tier 1 plans.				
2. Important information such as District and SCE instructional priorities and curriculum maps will be loaded into each PLC's Google drive folder to make the information more accessible.				
3. Grade levels will create at least 1 pre- and post-assessment per 2 weeks based on the priority standard from the ELA and math curriculum maps to guide intervention time groups each two weeks.				
4. Tier 1 plans will be completed by mid-October, and Tier 2 plans by mid-November.				
5. The Lighthouse team will agree on lesson plan components to be included in lesson plans for all grade-levels.				

6. Lesson plans will be submitted weekly and stored in grade-level folders found on Google Drive starting the second week in October.		
7. Additional professional development surrounding PLCs will be offered as identified needs arise in 2015/16.		
8. We will hold 3.5 curriculum planning days to help teachers develop curriculum maps by week.		

INSERT SCHOOL LETTERHEAD HERE

October 30, 2015

Dear Parent/Guardian:

During the 2015 Legislative Session, the General Assembly made some changes to the definition of a “Low Performing School.” G.S. 115C-105.37 (which was passed on October 1, 2015) states: “The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” Subsequently, 583 traditional public and charter schools statewide have been designated as low performing.

Our school received a school performance grade of “D” and a growth status of “Met Expected Growth” and has therefore been labeled as low performing under the new definition. It is important to note, however, that of the 583 schools that were designated as low performing, only about 50% met expected growth. Our school is in that top 50% and is working towards moving to the next level. The performance grade does not take into account all the wonderful things taking place at our school each and every day that can not be captured in a test score or number.

The school performance grades are based on two factors: student growth 20% and student proficiency 80%. For student achievement, the indicators and the proficiency standard or benchmark used for achievement in grades 3-8 include:

- Annual EOG mathematics (Level III and above)
- Reading EOG assessments (Level III and above)
- EOG 5th and 8th Grades Science (Level III and above)

We have worked with the district leadership to develop an improvement plan and will now do the following:

- Present the plan to the Chatham County Board of Education on November 9, 2015 at 5pm (Central Services Building in Pittsboro);
- Once authorized by the Board of Education, we will send the plan to the State Board of Education for review;
- The North Carolina Department of Public Instruction’s (NCDPI) School Transformation Division will also review each plan and provide feedback;
- Following feedback from the State, our local Board of Education will give final approval to the plan; and
- The final plan for improvement will be posted on our district’s website www.chatham.k12.nc.us as well as the NCDPI’s website www.ncpublicschools.org.

Our school is focused on continuous improvement, and I look forward to working with each of you as we continue working to provide the best education possible for all of our students. Please do not hesitate to contact me with any specific questions you might have.

Sincerely,
[Name]

Principal, [School’s name]

SPANISH VERSION HERE

INSERT SCHOOL LETTERHEAD HERE

Octubre 30, 2015

Estimados Padres y Guardianes:

En la Sesión legislativa de 2015, La Asamblea general del Estado señaló unos cambios decisivos referentes al significado de "Escuelas de bajo rendimiento". E.g. 115C-105.37 (que fue aprobado el 1 de octubre de 2015). "La Mesa directiva estatal de educación diseñará e implementará un proceso para identificar anualmente las escuelas designadas como "escuelas de bajo rendimiento". Las escuelas de bajo rendimiento son aquellas escuelas que han recibido una calificación de "D" (insuficiente) o "F" (reprobatoria) en su rendimiento escolar. Además recibieron una de dos posibles designaciones en la categoría de "Cumplir con el Crecimiento Académico Esperado" o al contrario, "Incumplimiento del Crecimiento Académico Esperado", definido en el E.G. 115C-83.15. Por consiguiente, 583 escuelas oficiales y escuelas *chárter* han sido designadas como "escuelas de bajo rendimiento".

Nuestra escuela ha recibido una calificación de "D" y una designación de crecimiento en la categoría de "Cumplir con el Crecimiento Académico Esperado" y por lo tanto se ha catalogado como escuela de bajo rendimiento bajo la nueva definición. Sin embargo, es importante tener en cuenta que de las 583 escuelas que fueron designadas con bajo rendimiento, solamente el 50% lograron una mejoría en el aprendizaje esperado. Nuestra escuela se encuentra en los primeros lugares del 50% y continuamos trabajando para pasar al siguiente nivel. La calificación de rendimiento académico no toma en consideración todas las cosas maravillosas que ocurren todos los días en nuestra escuela y que no se pueden capturar en una calificación de prueba numérica.

Las calificaciones del rendimiento escolar están basados en dos factores: 20% en el Crecimiento del estudiante y 80% en el dominio y aprendizaje del estudiante.

Con el fin de indicar el logro estudiantil y el nivel de competencia o puntos de referencia de los estudiantes en los grados 3-8 se incluye lo siguiente:

- Examen anual de Matemáticas de Fin de Grado (Nivel III y superior)
- Examen de Lectura de Fin de Grado (Nivel III y superior)
- Examen de Ciencias de Fin de Grado para 5to y 8vo grado (Nivel III y superior)

Estamos trabajando junto con el equipo directivo de liderazgo del distrito escolar para desarrollar un plan de mejoramiento que nos ayude hacer lo siguiente:

- Presentar el plan a la Mesa Directiva de Educación del Condado Chatham el 9 de Noviembre 2015 a las 5pm en la Oficina Central de las Escuelas del Condado de Chatham ubicada en Pittsboro;
- Una vez autorizado por la Mesa directiva de Educación, enviaremos el plan a la Mesa Directiva Estatal de Educación para que sea revisado;
- El Departamento de Instrucción Pública de Carolina del Norte (NCDPI) junto a la Directiva de Transformación Escolar revisará cada plan y proporcionará información con retroalimentación;
- Después de revisar la retroalimentación del Estado, la Mesa Directiva local dará la aprobación definitiva del plan; y
- El plan definitivo para el mejoramiento será publicado en la página web: www.chatham.k12.nc.us como también en la página web del estado NCDPI www.ncpublicschools.org.

Nuestra escuela está enfocada en el mejoramiento continuo, y espero con interés trabajar con cada uno de ustedes a medida que seguimos trabajando para ofrecer la mejor educación posible para todos nuestros estudiantes. Por favor no dude en comunicarse conmigo por cualquier pregunta que pueda tener.

Sinceramente,

[Name]

Principal, [School's name]

CHATHAM

COUNTY SCHOOLS

2015-2016 SCHOOL SUPPORT PLANS PROPOSAL

PURPOSE: The purpose of the support plan process and meeting is to ensure that our schools and support staff are aware of current legislative requirements around low-performing schools and to increase the overall performance of schools who are designated as low performing, focus/priority schools, and schools not meeting growth.

2014-2015 SUPPORT PLAN DATA REVIEW: (HOW DID OUR SUPPORT SCHOOLS DO LAST year?)

- 37.5% of support plan schools exceeded growth. NCE, JMHS, Bonlee
- 50% of support plan schools met growth. SAGE, SCE, VCE, CMS
- 12.5 % of support plan schools did not meet growth. Horton

WHAT WE KNOW AT THIS TIME ABOUT REQUIREMENTS: (SUBJECT TO CHANGE)

- **Low Performing Schools-** The State Board is requiring plans for all schools designated as low-performing. (D or F overall rating and a school growth score of “met expected growth” or “not met expected growth”)-[115C-105.37](#) Session Law 2015-241. CCS will have 3 schools in this category.
 - Within 30 days of designation, a plan for improvement must be submitted to the local board. (Oct 30)
 - Within 30 days of the receipt of this plan, the local board will vote to approve, modify, or reject the plan. (Nov 29)
 - The plan must be made public to the parents and staff of the school before the board votes on the plan. (Oct 31-Nov 8)
 - The local board must submit the approved plans to the state board within 5 days of the approval. (Nov 14th)
 - The local board must make the approved plan available on the LEA website. (*ASIS will post and submit all plans*)
 - The state board will make the plans available on the DPI website.
 - Parental notice is required to be given within 30 days of designation. (*Oct 30th*). Must include the following:
 - statement that the school has been designated as low performing including the legal reference.
 - the school grade received
 - information about the plan and where it can be located
 - The meeting date the plan will be discussed by the board.
- **ESEA Flexibility-** Focus and Priority Schools will be designated. This year will be a planning year. Actions will not take place until after January 2016 for any state requirements. There are 2 categories of schools, focus & priority schools. CCS has 3 schools in this category.
 - Code E- Tier I or Tier II SIG school implementing a school intervention model
 - Code F- Has largest gaps within school between highest performing students and lowest performing students
 - Code G- Has a subgroup with low achievement or if high school low graduation rate
 - Code I- Was a previous priority school and was unable to meet exit criteria
 - Code J- Was a previous focus school and was unable to meet exit criteria
 - Indistar- We are being told that focus and priority schools will use the Indistar rubric this year.
- **Schools not meeting growth-**do not have any state level requirements, but will have a local support plan due by November 15th. CCS has 3 schools in this category. Your plan will not go to the Board of Education but will be given to ASIS and SLT for review.

2015-2016 SCHOOL DESIGNATIONS:

- Schools not meeting growth: PES, PHE, HMS- will have a local support plan due by November 15th
- Schools with an overall D Grade (Designation of Low Performing): SCE, VCE, CMS- will have to submit SIP plans to the state and will have a local support plan due by Oct 29th. The Board of Education will need to vote on these updated SIP and support plans and the plans must be uploaded to the state site within 5 days of approval. Parent notification must occur by the 30th.
- Schools with Title I focus or priority status: Will have to follow any ESEA guidance in January and will have a local support plan due by the 29th that will be shared with ASIS, SLT, and the Board of Education.
 - NCE- Focus code F
 - CMS- Focus code G/J
 - SAGE- Priority code E/I

- 8 schools total will have a local support plan. 3 schools will have ESEA support. 3 schools will be required to complete the steps for low performing designation.

SUMMARY OF OVERALL PLAN REQUIREMENTS FOR 2015-2016:

- Use a similar template as last year to document the action steps the district and schools will take for improvement.- https://docs.google.com/spreadsheets/d/1GGko-NEpRoAFU03iecP9e4KL7Ls28CU1bJK5m_lHedY/edit#gid=0
- All Support Plan files will be stored in the following [Support Plan folders](#) in Google. All meeting notes and BT support notes will be documented in this location.
- Conduct an initial meeting to review the plans and begin work- October 20th 12:00-2:00
- Assign each school a point person (Aiken: Horton and CMS, Little: VCE, SCE, Fowler/Reap-Klosty: NCE, PHE Hartness: PES Batten: SAGE)
- Schools would have instructional visits on a more regular basis
 - Designated as Low-Performing- minimum of 3 visits
 - Focus & Priority Schools-minimum of 2 visits
 - Did not Meet Growth Schools- 2 visits
- Presentation of the SIP & Support Plan to Dr. Jordan and SLT- *more details to come soon*
- Meetings after each major benchmarking window with support plan point person assigned. Min of 3 data reviews.
- HR strategies to support Beginning Teachers, EVAAS training, evaluation calibration training (detailed below)
- [Instructional Priorities](#) will be set for the district and for each school- completed
- [District instructional walkthrough tool](#) to be utilized during school visits
- Each school should have an instructional walkthrough tool-principals should be conducting walkthroughs weekly
- [RIGOR](#) wheels for all certified staff at every school from [Mentoring Minds](#)- completed
- Rigor PD with Barbara Blackburn on December 11, February 12 \$6,000 plus expenses
- Scheduling PD for principals and school teams with Richard Dewey on October 19- completed
- [PLC teams to DuFour training](#) if school has not sent a team before. (ASIS funding would pay for this) \$7,000 per school
- Poverty Training with Eric Jensen for principals and a team from each school
- Dual Language training with Karen Beeman at DL schools to assist with biliteracy teaching strategies
- Each school will create additional support plan items in conjunction with the support plan point person and the school leadership team using the [following template](#)

HUMAN RESOURCES COMPONENT:

Strategy #1

Description: Evaluation Calibration Training & Instructional Feedback Coaching w/ Cheryl Fuller (participants observe real-time lessons in designated schools and collaborate with Ms. Fuller and one another about rubric ratings and related instructional feedback).

Timeframe: 1-2 days (either whole days or a combination of half-days) dates TBD

Projected Cost: \$4,000 (\$2,000 per day)

Strategy #2

Description: EVAAS training with focus on using the data to improve instructional outcomes. We will explore the options for including assistant principals as well (ex. schedule morning training for APs and afternoon training for principals). After the initial training, at least one follow-up session will be scheduled for principals to share progress updates/ideas related to data implementation.

Timeframe: .5 days for training and 1-2 hours for follow-up session, dates TBD (January)

Projected Cost: \$0

Strategy #3: Focused Support for Beginning Teachers

Description: A "BT Champion" will be assigned to each school to provide focused support for beginning teachers. Specific responsibilities for BT Champions will include but may not be limited to:

- Regular classroom observations/walkthroughs by BT Champion, followed by feedback/coaching sessions with the BTs (minimum of 1 per week for each BT)
- BT Champion/BT collaborative review of videotaped BT lesson to evaluate instructional considerations and identify follow-up actions (minimum of 2 sessions for each BT)
- BT Champion/BT collaborative observation of at least 2 master teachers, followed by sessions to process instructional considerations and identify follow-up actions. Master teachers observed will be based on principal recommendations, and observations will be based on individual BT needs (ex. a BT struggling with guided math instruction will observe a teacher who is successful in that area).
- Regular BT progress feedback from BT Champion to principal. Feedback notes for each BT will be provided bi-weekly, and a face-to-face meeting with the principal will occur bi-weekly.
- Lesson plan reviews for BTs by BT Champion with corresponding feedback for BT bi-weekly.
- Lesson modeling and demonstrations by BT Champion in BT classrooms where appropriate.

School	Status/Designation	BT-1	BT-2	BT-3	Total
VCE	Low Performing	3	3	3	9
SCE	Low Performing	4	4	1	9
CMS	Low Performing & Focus School	1	1	2	4
PES	Did not Meet Growth	1	1	1	3
PHE	Did not Meet Growth	0	4	1	5
HMS	Did not Meet Growth	2	3	2	7
SAGE	Priority School for Title I	2	2	1	5
NCE	Focus School for Title I	0	3	2	5
Totals		13	21	13	47

Timeframe: December 1st-April 29th (18 weeks); may need conclude 1 week earlier in April (week of April 18th) and add a group planning week in November.

Projected Cost: TBD

Strategy #4

Description: Mentor support for select principals. Possible mentor/mentee

Timeframe: January 4th – April 15 (14 weeks) @ 4 hrs per week/principal

Projected Cost: TBD based on selected mentor experience and fees required

CHATHAM

COUNTY SCHOOLS

2015-2016 SCHOOL INSTRUCTIONAL VISITS

THE PURPOSE OF THE ASIS INSTRUCTIONAL VISIT IS TO:

- help make informed decisions about curriculum needs across the district.
- understand what supports teachers might need as we plan professional development.
- look for application of skills being covered in training sessions (fidelity to programs).
- better understand the unique challenges teachers have in schools across our district.
- assist principals in carrying out the walkthrough expectations as outlined in the [principal priorities](#).
- look for implementation trends of the [instructional priorities](#) across schools.

STRUCTURE OF THE VISITS:

- In order to conduct more visits this year, the ASIS team will break into small groups of 4-8.
- The focus of the visits will be on the [ASIS walkthrough](#) items, which highlight the [instructional classroom priorities](#) as well as specific curriculum frameworks in the district.
- Each visit will have a “team leader” that will lead the visit and facilitate the debriefing session.
- Principals should share with staff the “purpose” of the visits but may decide if they wish for the visits to be announced or unannounced.
- Principals should let the ASIS staff know prior to a visit if there is anything specific he/she would like the team to observe.
- Principals should plan to participate in the instructional walk debrief session. We estimate this process taking about 2-3 hours depending on the size of the school. Typically 1-2 hours for the walk, and then a full hour debrief session.
- The debrief session will consist of the following parts: Bright spots, Areas of consideration/Reflection, Support Needed, and SLP check in.
- A written set of notes will be shared using the following forms and [folder](#) for each school. The notes will be shared with the school after the debrief session has occurred. *Principals should not share the written notes with staff as some meaning could be taken out of context.*
- Notes are for administrative purposes only. Everyone can access the folder but only ASIS staff and the principal of the school can open the feedback notes for his/her school.
- Other ASIS visits may occur from time to time to support or provide feedback on specific district initiatives. For example: MTSS and PLC teams may be visited to provide input of implementation. K-8 math teachers may receive a visit to check for fidelity to the items learned in professional development. Intervention blocks may be visited to assist with support and implementation, etc.

2015-2016 SCHOOL INSTRUCTIONAL VISITS SCHEDULE (DRAFT)

SCHOOL Name/ Team Lead	VISIT 1 DATE & Team members	VISIT 2 DATE & Team members	VISIT 3 DATE & Team members	OTHER VISITS SCHEDULED
Virginia Cross Elementary- Carrie Little/Daphne Terry	November 17 8:30 Maureen Darlene Tracy	February 26: 8:30 ***change!! Keith Maureen Lori Dr. H	April 5: 8:30 ***change!! Keith Maureen Katie Kelli	
Siler City Elementary- Carrie Little/Daphne Terry	November 9 Keith Maureen	February 3: 8:30 ***change!! Maureen Darlene Tracy Kelli	March 16 Maureen\ Milinda Erin Dr. Hartness Lori	
Chatham Middle- Charles Aiken/Sherri Homan	Monday, November 16, 2015 8:30 - 11:00 Maureen, Dr. Hartness, Kelli Milinda	TBD 8:30 - 11:00 Keith, Maureen, Dr. Hartness, Katie	Tuesday, March 22, 2016 8:30 - 11:00 Maureen, Darlene, Tracy Dr. Hartness, Katie, Carrie	
SAGE- Kelly Batten	Tuesday, DECEMBER 8 8:30 - 11:00 Tracy Fowler , Darlene Reap-Klosty, Dr. Hartness, Mary Donnell	Thursday, FEBRUARY 25 8:30 - 11:00 Kelli, Mary Donnell, Geraldine Kirk, Carrie		
North Chatham Elementary- Tracy Fowler/Darlene Reap Klosty	Wednesday, December 2nd 8:00 - 11:00 Dr. Hartness, Kelli, Lori, Sherri	Thursday, February 11th 1:00 - 3:30 Daphne/ Milinda Erin, Carrie, Pati		
Horton Middle- Charles Aiken/Sherri Homan	Tuesday, November 17, 2015 8:30 - 11:00 S. Homan, M. Martina, C. Morgan	Tuesday, Feb. 9th **NEW DATE 8:30 - 11:00 S. Homan		
Pittsboro Elementary- Amanda Hartness	Wednesday Dec 2nd 1:30-3:00 Dr. H completed a visit with just Mr. Poston.	Friday, Feb 5th 8:30-11 Keith, Dr. Hartness, Darlene, Kelli, Daphne		
Perry Harrison Elementary-Tracy Fowler/Darlene Reap Klosty	Thursday, December 3rd 8:30 - 11:00 Dr. Hartness, Kelli,	Thursday, February 18th 8:30 - 11:00 Daphne, Sharon, Dr. Hartness, Pati		

Jordan Matthews High- Kelly Batten	Thursday, DECEMBER 3 8:30 - 11:00 Keith, Sherri, Mary Donnell, Geraldine Kirk			
Chatham Central High- Kelly Batten	Tuesday, FEBRUARY 2 8:30 - 11:00 Keith, Dr. Hartness, Geraldine Kirk			
Northwood High- Kelly Batten	Thursday, FEBRUARY 4 8:30 - 11:00 Keith, Tracy, Darlene, Dr. Hartness			
Pollard Middle-Charles Aiken/Sherri Homan	by January Keith Maureen Darlene Patti (depending on date)			
Moncure- Keith	March 3, 2016, 8:30a - 10:30a Dr. Hartness, Sherri, Charles, Patti			
J.S. Waters- Carrie/Daphne	February 9th, 12:30-3:00 PM Darlene, Kelli, Katie			
Silk Hope- Tracy/Darlene	Thursday, January 7th 8:30 - 11:00 Sherri, Dr. Hartness, Katie, Daphne			
Bennett- Keith	March 1, 2016, 8:30a - 10:30a Sherri, Dr. Hartness, Lori, Katie,			
Bonlee- Tracy/Darlene	Wednesday, April 20th 8:30 - 11:00 8:30 - 11:00 Dr. Hartness, Sharon, Katie, Daphne			

CHATHAM

COUNTY SCHOOLS

Beginning Teacher (BT) Coach Training Agenda

January 29, 2016

1. Desired Initiative Outcomes:

- a. Improve the instructional effectiveness of BTs
- b. Increase BT retention rate
- c. Promote a positive and optimistic perspective of the teaching profession

2. Term of service ([CCS 2015-2016 Calendar](#)):

BT Coaches will provide support the following weeks (total of 14 weeks)-

- a. February 1, 8, 15, 22, 29
- b. March 7, 14, 21
- c. April 4, 11, 18, 25
- d. May 2, 9

3. Technology Considerations*:

- a. [Email Account](#)
- b. Google Account
 - i. [Google Sheets \(Spreadsheet\) Basics](#)
 - ii. [Google Docs \(Word Processor\) Basics](#)
 - iii. [Google Drive \(Online File Storage\) Basics](#)
 - iv. [Creating a Google Mail Signature](#)
 - v. [Using Google Chrome \(Web Browser\) Basics](#)
- c. Printing Needs - *Printers at each school in a variety of locations are already added to your laptops.*
- d. Video equipment and assistance - *Check with the Media Coordinator at your school*
- e. [Getting Technical Help](#)

* NOTE: This information, and more, can be found online in our [Savvy User's Guide to Technology](#).

4. Service Agreement & Timesheet Procedure

5. Expectations (see [Beginning Teacher Coach Activity Log](#))

- a. Schedule and participate in initial meeting with school principal(s).
- b. Schedule and conduct initial meeting with the BT to establish a relationship and identify areas the BT feels support is needed. Principals will provide BT with a copy of the [Beginning Teacher Inventory](#) for BTs to complete and make available to you prior the meeting.
- c. Conduct informal check-in with the BT a minimum of 1X per week.
- d. Conduct a minimum of (3) classroom observations (30-60 minutes) and post-conferences. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (all areas).

- e. Conduct a minimum of (3) instructional walkthroughs (15-20 minutes) and provide written and/or face-to-face feedback. Use [CCS BEGINNING TEACHER OBSERVATION/WALKTHROUGH FORM](#) (select 1-2 focus areas).
- f. Make arrangements for a minimum of (1) lesson delivered by the BT to be videotaped. Collaboratively review the lessons with the BT to evaluate instructional considerations and identify specific follow-up actions to be implemented by the BT.
- g. Collaboratively observe with the BT at least (1) teacher who is effective in area(s) targeted for growth by the BT (see [Exemplar Teacher List](#)). Following the observations, process with the BT instructional considerations and specific follow-up actions to be implemented by the BT. (Clarify with the principal any specific scheduling protocols he/she wishes for you to follow related to the teachers' absences to conduct the observations.)
- h. Review BT lesson plans and provide face-to-face and/or written feedback bi-weekly.
- i. Conduct demonstration/modeling lessons for the BT as needed.
- j. Provide written and/or face-to-face non-evaluative feedback to the Principal in accordance with the schedule established by the Principal and BT Coach.
- k. Additional miscellaneous activities as needed/appropriate.

6. CCS Curriculum and Instruction Considerations

- a. [CCS Instructional Priorities Document](#)
- b. [K-5 Literacy Framework](#) [K-5 Literacy Delivery Guide](#)
- c. [6-8 Literacy Framework](#)
- d. [K-5 Math Framework](#) [K-5 Math Delivery Guide](#)
- e. Rigor Levels- Depth of Knowledge and Bloom's Levels
 - i. Rigor Wheels
- f. [Teacher Portal Resources](#)
- g. Lesson Planning (each school has a process for this) [Planbook.com](#) [CCS Board Policy](#)
- h. [Walkthrough Tool Form](#)

7. Questions?

- 8. **HR Intake Session-** Complete paperwork and obtain id badges as needed.

CHATHAM COUNTY SCHOOLS

2014-2015

Testing Results

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR / GLP	EVAAS GROWTH	ANNUAL MEASUREABLE OBJECTIVES	READING COMPOSITE CCR / GLP	READING PERFORMANCE GRADE	MATH COMPOSITE CCR / GLP	MATH PERFORMANCE GRADE	SCIENCE COMPOSITE CCR / GLP
North Carolina	46.9 / 56.6		117/210 = 55.7	45.1 / 56.3		44.1 / 52.2		59.1 / 68.8
Chatham County	47.6 / 57.0		104/151 = 68.9	46.0 / 57.2		44.0 / 51.8		52.1 / 62.0

BENNETT	67 / C	52.4 / 63.1	Met	19/21 = 90.5	52.4 / 68.0	71 / B	48.3 / 54.4	61 / C	65.0 / 75.0
BONLEE	62 / C	45.8 / 56.0	Exceeded	23/31 = 74.2	41.0 / 56.1	62 / C	49.0 / 54.4	60 / C	50.6 / 60.5
CHATHAM MIDDLE	45 / D	25.7 / 35.3	Met	22/43 = 51.2	27.4 / 39.7	49 / D	20.0 / 26.5	38 / F	32.9 / 44.7
HORTON	56 / C	43.7 / 52.4	Not Met	25/40 = 62.5	45.4 / 55.6	59 / C	34.9 / 41.2	48 / D	50.8 / 62.3
JS WATERS	66 / C	49.2 / 60.8	Exceeded	20/25 = 80.0	45.3 / 59.1	64 / C	46.8 / 55.7	62 / C	68.3 / 79.4
MB POLLARD	74 / B	65.1 / 71.3	Met	40/48 = 83.3	63.2 / 70.5	73 / B	60.2 / 65.2	70 / B	67.6 / 73.6
MONCURE	66 / C	49.4 / 61.4	Exceeded	13/21 = 61.9	49.5 / 63.9	68 / C	42.3 / 53.1	59 / C	58.0 / 68.1
NORTH CHATHAM	58 / C	42.3 / 50.9	Exceeded	25/37 = 67.6	40.9 / 48.5	53 / D	42.3 / 51.1	60 / C	46.0 / 57.0
PERRY HARRISON	74 / B	66.2 / 75.1	Not Met	26/27 = 96.3	64.3 / 74.9	75 / B	67.2 / 75.2	73 / B	68.9 / 75.5
PITTSBORO ELEM	65 / C	54.1 / 64.6	Not Met	18/21 = 85.7	56.3 / 65.5	68 / C	51.9 / 63.6	63 / C	
SILER CITY ELEM	53 / D	36.5 / 46.2	Met	26/39 = 66.7	35.2 / 48.0	56 / C	37.0 / 44.0	49 / D	39.1 / 47.8
SILK HOPE	71 / B	57.8 / 68.3	Met	31/34 = 91.2	55.7 / 66.0	69 / C	57.1 / 67.7	71 / B	56.9 / 67.0
VIRGINIA CROSS	47 / D	26.3 / 39.2	Met	16/29 = 55.2	25.4 / 38.5	47 / D	27.3 / 39.6	47 / D	25.7 / 40.5

SCHOOL PERFORMANCE GRADES	PERFORMANCE COMPOSITE CCR / GLP	EVAAS GROWTH	ANNUAL MEASUREABLE OBJECTIVES	EOC COMPOSITE CCR / GLP	ACT COMPOSITE	WORKKEYS COMPOSITE
North Carolina				47.9 / 57.9	59.7	72.2
Chatham County				47.6 / 57.0	69.4	69.1
SAGE	<5.0 / 5.1	Met	3/5 = 60.0	<5.0 / 5.1	12.5	58.3
CHATHAM CENTRAL	75 / B	Exceeded	35/40 = 87.5	55.7 / 63.7	59.8	60.0
JORDAN-MATTHEWS	67 / C	Exceeded	54/64 = 84.4	38.7 / 46.0	56.4	65.7
NORTHWOOD	79 / B	Exceeded	60/71 = 84.5	56.2 / 66.8	82.4	76.3

* includes 8th EOCs for LEA

MATH COURSE RIGOR	4 - YR COHORT GRAD RATE	5 - YR COHORT GRAD RATE
North Carolina	>95.0	85.4
Chatham County	91.7	87.3
SAGE	39.6	90.4
CHATHAM CENTRAL	>95.0	93.7
JORDAN-MATTHEWS	>95.0	86.2
NORTHWOOD	>95.0	86.6

CCR = College/Career Ready (Achievement Level 4 or 5)
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)

CHATHAM COUNTY SCHOOLS

2014-2015

Elementary / Middle Schools Percent of Students Proficient

School	3rd	4th	5th	6th	7th	8th	Comp
Bennett	54.2 / 66.7	62.1 / 79.3	38.1 / 57.1	53.1 / 62.5	50.0 / 63.6	52.6 / 78.9	52.4 / 68.0
Bonlee	32.4 / 51.4	50.0 / 63.9	31.6 / 55.3	37.0 / 52.2	51.3 / 56.4	44.2 / 58.1	41.0 / 56.1
Chatham Middle				27.5 / 40.1	29.0 / 37.6	25.0 / 42.1	27.4 / 39.7
Horton			31.6 / 42.1	63.0 / 69.1	42.6 / 52.5	47.1 / 60.6	45.4 / 55.6
JS Waters	13.8 / 37.9	60.0 / 77.1	50.0 / 76.9	40.0 / 46.7	54.8 / 58.1	51.4 / 62.2	45.3 / 59.1
MB Pollard				62.2 / 71.3	66.3 / 71.0	61.0 / 69.2	63.2 / 70.5
Moncure	38.2 / 50.0	42.1 / 63.2	50.9 / 57.9	38.1 / 52.4	53.1 / 68.8	74.2 / 90.3	49.5 / 63.9
North Chatham	38.6 / 45.8	40.7 / 51.6	43.0 / 48.0				40.9 / 48.5
Perry Harrison	64.9 / 79.8	66.4 / 75.5	61.7 / 70.1				64.3 / 74.9
Pittsboro	61.3 / 68.9	51.0 / 62.0					56.3 / 65.5
Siler City Elem.	32.8 / 47.1	42.2 / 48.3	29.3 / 48.9				
Silk Hope	51.1 / 62.2	55.3 / 66.0	40.9 / 59.1	69.0 / 78.6	64.1 / 69.2	55.4 / 63.1	55.7 / 66.0
Virginia Cross	29.2 / 46.9	24.4 / 38.9	21.6 / 27.0				25.4 / 38.5
COUNTY	43.5 / 56.7	47.8 / 59.4	39.7 / 51.8	48.2 / 58.4	48.3 / 55.8	48.2 / 60.8	46.0 / 57.2
STATE	46.5 / 59.0	47.1 / 58.8	42.2 / 53.0	46.6 / 57.2	46.5 / 56.1	41.6 / 53.4	45.1 / 56.3

School	5th	8th	Comp
Bennett	47.6 / 61.9	84.2 / 89.5	65.0 / 75.0
Bonlee	55.3 / 71.1	46.5 / 51.2	50.6 / 60.5
Chatham Middle		32.9 / 44.7	32.9 / 44.7
Horton	34.7 / 50.5	65.4 / 73.1	50.8 / 62.3
JS Waters	80.8 / 92.3	59.5 / 70.3	68.3 / 79.4
MB Pollard		67.6 / 73.6	67.6 / 73.6
Moncure	28.9 / 47.4	93.5 / 93.5	58.0 / 68.1
North Chatham	46.0 / 57.0		46.0 / 57.0
Perry Harrison	68.9 / 75.5		68.9 / 75.5
Pittsboro			
Siler City Elem.	39.1 / 47.8		39.1 / 47.8
Silk Hope	56.8 / 68.2	56.9 / 66.2	56.9 / 67.0
Virginia Cross	25.7 / 40.5		25.7 / 40.5
COUNTY	46.5 / 58.5	57.7 / 65.6	52.1 / 62.0
STATE	54.1 / 64.6	63.7 / 72.6	59.1 / 68.8

School	3rd	4th	5th	6th	7th	8th	Comp
Bennett	45.8 / 62.5	41.4 / 44.8	66.7 / 71.4	46.9 / 46.9	50.0 / 54.5	42.1 / 52.6	48.3 / 54.4
Bonlee	51.4 / 54.1	47.2 / 50.0	71.1 / 73.7	39.1 / 50.0	51.2 / 53.8	37.2 / 46.5	49.0 / 54.4
Chatham Middle				16.5 / 25.3	19.5 / 22.9	25.0 / 32.9	20.0 / 26.5
Horton			27.4 / 33.7	43.2 / 48.1	34.7 / 38.6	35.6 / 45.2	34.9 / 41.2
JS Waters	24.1 / 44.8	57.1 / 65.7	73.1 / 73.1	46.7 / 53.3	48.4 / 51.6	35.1 / 48.6	46.8 / 55.7
MB Pollard				60.1 / 64.9	64.2 / 68.4	56.0 / 62.1	60.2 / 65.2
Moncure	17.6 / 35.3	47.4 / 52.6	26.3 / 36.8	33.3 / 47.6	50.0 / 65.6	80.6 / 83.9	42.3 / 53.1
North Chatham	32.5 / 45.8	47.3 / 56.0	46.0 / 51.0				42.3 / 51.1
Perry Harrison	71.3 / 86.2	67.3 / 70.9	63.6 / 70.1				67.2 / 75.2
Pittsboro	60.4 / 71.7	43.0 / 55.0					51.9 / 63.6
Siler City Elem.	34.5 / 44.5	38.8 / 44.8	38.0 / 42.4				37.0 / 44.0
Silk Hope	60.0 / 73.3	44.7 / 55.3	56.8 / 68.2	73.8 / 85.7	59.0 / 74.4	52.3 / 56.9	57.1 / 67.7
Virginia Cross	32.3 / 47.9	23.3 / 35.6	25.7 / 33.8				27.3 / 39.6
COUNTY	45.0 / 58.0	45.4 / 53.2	45.5 / 51.7	42.4 / 49.5	42.7 / 47.7	43.1 / 50.7	44.0 / 51.8
STATE	48.8 / 61.7	48.5 / 56.1	51.3 / 57.5	41.0 / 48.5	40.0 / 46.9	35.8 / 43.2	44.1 / 52.2

School	EOG Comp	Math I
Bennett	52.1 / 62.9	
Bonlee	45.8 / 56.0	
Chatham Middle	24.8 / 34.5	93.3 / >95.0
Horton	42.4 / 51.3	>95.0 / >95.0
JS Waters	49.0 / 60.3	53.8 / 76.9
MB Pollard	62.5 / 68.7	90.2 / >95.0
Moncure	47.7 / 60.0	94.1 / >95.0
North Chatham	42.3 / 50.9	
Perry Harrison	66.2 / 75.1	
Pittsboro	54.1 / 64.6	
Siler City Elem.	36.5 / 46.2	
Silk Hope	56.5 / 66.9	86.7 / >95.0
Virginia Cross	26.3 / 39.2	
COUNTY*	46.0 / 55.5	54.7 / 64.3
STATE*	46.7 / 56.3	48.5 / 59.8

*contains high school results for Math I

CCR = College/Career Ready (Achievement Level 4 or 5)
GLP = Grade-level Proficiency (Achievement Level 3, 4, or 5)

	2015 # Beneff	2015 # Change 2015 2015	2015 # met 2015 2015	2015 # count 2015 2015	14-15 change from State 58.1%	2014 # of level	2014 # up 0.5 progress	2014 # tested	2014 # growth	13-14 change in 58.1%	2013 # of level	2013 # up 0.5 progress	2013 # count 2013 2013	13-13 Change in % met 57.1%	12-13 % plus/ State target of 2012 Met	2012 count 2012 2012	2012 # met 2012 2012					
Beneff	1	12	1	20	31.22%	18.10%	1	3	0	0.00%	0	0	16	38	57.14%	37.14%	1	9	5	20.0%		
Beneff	2	1	2	1	20	31.22%	18.10%	1	3	0.00%	0	0	16	38	57.14%	37.14%	1	9	5	20.0%		
CCHS	2	1	5	11	83.33%	25.23%	4	1	0	0.00%	0	0	1	10	77.78%	22.22%	3	6	3	100.0%		
CCHS	14	14	4	32	124	109	29.59%	4.08%	26.51%	17	22	6	45	137	71.43%	-3.33%	13.33%	17	5	23.33%		
Horton	3	3	4	10	16	15	66.67%	22.22%	8.57%	5	3	0	8	18	44.44%	17.17%	11.11%	2	3	6.67%		
US Waters	3	4	0	6	107	82	59.78%	40.00%	41.90%	31	18	2	3	42	60.00%	16.00%	1.00%	42	0	0.00%		
JMS	26	16	7	49	25	36	63.64%	23.99%	44.16%	31	18	2	3	42	60.00%	16.00%	1.00%	42	0	0.00%		
Poland	0	4	1	5	25	20	80.00%	10.00%	10.00%	3	2	1	11	37	50.00%	0.00%	-20.00%	2	0	0.00%		
Poland	2	48	4	30	51	42	71.43%	21.43%	13.33%	19	45	7	71	147	109	65.14%	1.33%	7.04%	15	9	60.0%	
NCS	14	12	4	30	144	110	70.00%	4.86%	11.90%	19	45	7	71	147	109	65.14%	1.33%	7.04%	15	9	60.0%	
PHS	6	11	2	19	27	24	79.73%	21.33%	15.07%	4	6	0	10	30	22	45.45%	-13.64%	-12.55%	6	0	0.00%	
PHS	9	11	2	20	34	27	74.07%	21.33%	15.07%	5	13	0	18	38	34	52.94%	-13.34%	-5.16%	2	0	0.00%	
Sage	1	1	0	2	5	5	40.00%	16.00%	18.10%	1	0	0	1	4	4	25.00%	-6.25%	-3.10%	0	0	0.00%	
SCE	66	81	4	151	254	197	76.65%	13.93%	18.55%	58	74	11	143	288	228	62.72%	6.82%	4.82%	49	16	71.1%	
SHS	2	9	2	13	27	24	54.17%	11.53%	3.93%	8	9	2	19	34	29	65.52%	13.52%	7.49%	3	3	100.0%	
VCE	49	65	11	126	250	188	67.02%	11.53%	8.92%	35	52	9	96	232	173	55.49%	-17.24%	-2.61%	34	17	65.11%	
DISTRICT	225	307	51	583	1157	928	62.82%	8.18%	4.72%	203	279	42	524	1182	959	54.64%	-2.80%	-3.46%	200	99	596	
School	Spring 2015 EXIT	Spring 2015 EXIT	% plus/ minus state target of 2013 EXIT	Spring 2015 EXIT	% change from 2013 EXIT	% plus/ minus state target of 2013 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	% change from 2013 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	% change from 2013 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT	Spring 2015 EXIT		
Beneff	1	6	16.7%	16.67%	7.28%	2.07%	1	10	10.0%	-10.0%	-4.00%	0	7	0.0%	1	9	11.11%	12.50%	2	40	5.00%	
Beneff	2	11	18.2%	38.89%	3.89%	4	7	57.1%	-9.5%	43.14%	6	9	66.7%	1	5	20.0%	20.0%	6	66.67%	2	6	33.33%
CCHS	14	124	11.3%	-1.72%	-3.31%	17	137	12.4%	0.6%	-1.59%	17	144	11.8%	7	139	5.04%	23	171	13.45%	28	194	14.29%
Horton	3	16	18.8%	-9.03%	4.15%	5	18	27.8%	19.1%	13.76%	2	23	16.7%	1	23	4.35%	6	24	28.00%	4	16	4.29%
US Waters	3	7	42.9%	42.86%	28.58%	0	7	0.0%	-18.7%	-14.00%	44	118	37.2%	43	133	32.33%	9	132	18.67%	0	16	0.00%
JMS	26	101	25.7%	-7.24%	11.44%	31	94	33.0%	-4.3%	18.98%	44	118	37.2%	43	133	32.33%	9	132	18.67%	0	16	0.00%
Poland	0	43	0.0%	-4.17%	-14.60%	3	27	11.1%	-9.0%	-3.89%	20	10	5%	3	22	13.64%	3	18	7.50%	0	18	0.00%
Poland	2	25	8.0%	-3.11%	-6.60%	3	27	8.1%	-1.2%	-2.89%	16	10	4%	3	16	18.75%	0	15	39.47%	8	139	5.76%
NCS	20	144	13.9%	0.96%	-4.71%	19	147	12.9%	2.1%	-1.07%	16	139	10.5%	14	141	9.83%	13	142	9.16%	8	139	5.76%
PHS	14	51	27.2%	9.06%	12.85%	7	39	17.9%	-5.6%	3.85%	8	34	23.5%	6	31	19.35%	15	33	24.24%	15	38	39.47%
PHS	9	34	26.5%	13.44%	11.87%	4	30	13.3%	-6.7%	-0.84%	6	30	20.0%	3	18	16.67%	6	54	11.11%	0	45	0.00%
Sage	1	3	20.0%	-5.00%	5.40%	1	4	25.0%	-25.0%	11.00%	0	3	0.0%	2	6	33.33%	1	14	7.14%	0	14	0.00%
SCE	66	254	26.0%	5.92%	11.38%	58	289	20.1%	4.4%	6.00%	48	312	15.7%	40	304	13.16%	44	317	13.88%	14	294	4.76%
SHS	2	27	7.4%	-16.12%	-7.19%	8	34	23.5%	13.5%	9.53%	3	30	10.0%	5	30	16.67%	4	35	11.43%	3	32	9.38%
VCE	49	250	19.6%	4.51%	5.00%	35	232	15.1%	0.2%	1.09%	34	228	14.5%	62	257	24.12%	26	269	9.67%	14	288	4.86%
DISTRICT	225	1157	19.4%	2.27%	4.85%	203	1182	17.2%	0.7%	3.17%	201	1219	16.5%	128	1246	10.27%	90	1265	12.65%	47	1014%	

CHATHAM COUNTY SCHOOLS

MET	
NOT MET	
MET WITH ALTERNATE	
MET WITH CONFIDENCE INTERVAL	

Subgroup ≥ 30 students

AMO Target Results 2013 - 2015

All subgroups met participation rates with ≥ 95.0% tested.

AMO READING SUBGROUPS

	Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Ra cial	White	EDS	LEP	SWD	AIG
2015	State Goal		55.1	40.4	69.3	43.0	56.5	65.2	42.9	27.6	30.3	92.5
2014	State Goal		49.5	33.0	65.4	35.9	51.1	60.9	35.8	18.5	21.6	91.6
2013	State Goal		43.9	25.6	61.5	28.8	45.7	56.6	28.7	9.4	12.9	90.7
2015	SILER CITY	8	35.6	27.0		26.8		65.2	26.8	16.2	6.8	79.2
	Difference from Goal		-19.5			-16.2		0.0	-16.1	-11.4	-23.5	-13.3
2014	SILER CITY	7	33.1			24.7		57.4	25.1	18.3	7.3	67.5
	Difference from Goal		-16.4			-11.2		-3.5	-10.7	-0.2	-14.3	-24.1
2013	SILER CITY	7	27.8			19.4		54.0	19.7	9.9	12.6	68.0
	Difference from Goal		-16.1			-9.4		-2.6	-9.0	0.5	-0.3	-22.7

MET	
NOT MET	
MET WITH ALTERNATE	
MET WITH CONFIDENCE INTERVAL	

CHATHAM COUNTY SCHOOLS

AMO Target Results 2013 - 2015

Subgroup ≥ 30 students

All subgroups met participation rates with ≥ 95.0% tested.

AMO MATH SUBGROUPS

		Number of Goals	Number Met	All	Af Amer	Asian	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal			53.9	37.8	77.0	46.1	53.6	63.0	42.1	34.0	30.0	93.3
2014	State Goal			48.1	30.0	74.1	39.4	47.8	58.4	34.9	25.7	21.2	92.5
2013	State Goal			42.3	22.2	71.2	32.7	42.0	53.8	27.7	17.4	12.4	91.7
2015	SILER CITY	8	2	37.2	18.9		32.3		60.9	29.6	21.6	11.4	87.5
	Difference from Goal			-16.7			-13.8		-2.1	-12.5	-12.4	-18.6	-5.8
2014	SILER CITY	7	5	42.2			38.4		61.8	34.6	31.7	14.6	85.0
	Difference from Goal			-5.9			-1.0		3.4	-0.3	6.0	-6.6	-7.5
2013	SILER CITY	7	5	36.6			29.6		65.1	28.9	17.6	6.4	75.3
	Difference from Goal			-5.7			-3.1		11.3	1.2	0.2	-6.0	-16.4

MET
NOT MET

MET WITH ALTERNATE

MET WITH CONFIDENCE INTERVAL

CHATHAM COUNTY SCHOOLS

AMO Target Results 2013 - 2015

Subgroup ≥ 30 students

All subgroups met participation rates with ≥ 95.0% tested.

AMO SCIENCE SUBGROUPS

	Number of Goals	Number Met	All	Af Amer	Hispanic	Multi-Racial	White	EDS	LEP	SWD	AIG
2015	State Goal		61.8	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
2014	State Goal		57.0	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
2015	SILER CITY	3	40.0		41.1			32.4			
	Difference from Goal		-21.8		-10.6			-17.6			
2014	SILER CITY	4	36.4		27.3			27.8			84.8
	Difference from Goal		-20.6		-18.3			-16.0			-8.9
2013	SILER CITY	5	21.1		14.3			16.7	10.5		56.1
	Difference from Goal		-31.1		-25.2			-20.9	-5.9		-36.9

Internal Ready Review for 2014 - 2015

For Internal Use Only - Not For Public Display

190350 Siler City Elementary (PK-05)

RDYSTAT - Ready Overview

Indicator	Denom	Percent
Perf Comp CCR	746	36.5
Perf Comp GLP	746	46.2
The ACT		
ACT WorkKeys		
Math Course Rigor		
CGR 4yr		
CGR 5yr		
Graduation Project	N/A	
Growth Status	Met	
Growth Index	0.45	

AMOSTAT - Target Overview

Subject	#Met	#Targ	Pct
Reading Grades 3-8	11	16	68.8
Math Grades 3-8	10	16	62.5
Science Grades 5&8	4	6	66.7
Reading Grade 10			
Math Grade 10			
Science Grade 11			
Current Year EOC			
Attendance	1	1	100.0
Cohort Grad Rate			
The ACT			
ACT WorkKeys			
Math Course Rigor			
Total Targets	26	39	66.7

SPGSTAT - School Performance Grade

Subject	Ach	Growth	Perf	Grade
Overall	46	81.1	53	D
Reading	48	87.7	56	C
Math	44	67.1	49	D
Science	48			
English II				
Math I				
Biology				
The ACT				
ACT WorkKeys				
Math Course Rigor				
CGR 4yr				

ASMSTAT - Alternative School Model

Option	Rating

RDYLEV - Performance Composite by Level

	L1	L2	L3	L4	L5	CCR	GLP
All Subjects	26.1	27.6	9.8	26.0	10.5	36.5	46.2
EOG	26.1	27.6	9.8	26.0	10.5	36.5	46.2
EOG Grade 3	25.6	28.6	12.2	23.9	9.7	33.6	45.8
EOG Grade 4	26.7	26.7	6.0	29.3	11.2	40.5	46.6
EOG Grade 5	28.1	27.5	10.9	25.0	10.5	35.5	46.4
Reading	28.1	23.9	12.8	26.9	8.3	35.2	48.0
Reading Grade 3	31.1	21.8	14.3	22.7	10.1	32.8	47.1
Reading Grade 4	25.9	25.9	6.0	33.6	8.6	42.2	48.3
Reading Grade 5	27.2	23.9	19.6	23.9	5.4	29.3	48.9
Math	25.1	30.9	7.0	24.5	12.5	37.0	44.0
Math Grade 3	20.2	35.3	10.1	25.2	9.2	34.5	44.5
Math Grade 4	27.6	27.6	6.0	25.0	13.8	38.8	44.8
Math Grade 5	28.3	29.3	<5	22.8	15.2	38.0	42.4
Science	22.8	28.3	8.7	28.3	10.9	39.1	47.8
Science Grade 5	22.8	29.3	8.7	28.3	10.9	39.1	47.8

RDYSUM - Ready Drilldown

Performance Composite CCR													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	36.6 746	33.6 378	39.4 368	* <5	* <5	25.8 97	31.0 458	20.8 24	59.4 165	28.8 618	20.2 247	8.4 119	83.1 172
EOG	36.6 746	33.6 378	39.4 368	* <5	* <5	25.8 97	31.0 458	20.8 24	59.4 165	28.8 618	20.2 247	8.4 119	83.1 172
EOG Grade 3	33.6 238	31.1 122	36.2 116	* <5	* <5	28.9 38	23.6 144	33.3 6	66.0 50	27.3 198	19.0 126	<5 32	87.5 48
EOG Grade 4	40.5 232	38.4 112	42.5 120	* <5	* <5	28.1 32	35.6 148	* <5	59.6 52	32.8 192	15.5 58	10.0 30	93.5 46
EOG Grade 5	35.5 276	31.9 144	39.4 132	* <5	* <5	18.5 27	33.3 168	16.7 18	54.0 63	26.8 228	27.0 126	12.3 57	74.4 78
Reading	35.2 327	35.2 165	35.2 162	* <5	* <5	29.6 44	26.9 201	22.2 9	62.5 72	26.9 271	16.8 113	6.0 50	79.5 73
Reading Grade 3	32.8 119	34.4 81	31.0 58	* <5	* <5	26.3 19	23.6 72	* <5	64.0 25	27.3 99	17.5 63	<5 16	83.3 24
Reading Grade 4	42.2 116	39.3 56	45.0 60	* <5	* <5	37.5 16	32.9 73	* <5	69.2 26	33.3 96	13.8 29	6.7 15	91.3 23
Reading Grade 5	29.3 92	31.3 48	27.3 44	* <5	* <5	22.2 9	23.2 56	16.7 6	52.4 21	18.4 76	19.0 21	10.5 19	65.4 26
Math	37.0 327	33.3 165	40.7 162	* <5	* <5	22.7 44	32.3 201	22.2 9	59.7 72	29.9 271	22.1 113	10.0 50	87.7 73
Math Grade 3	34.5 119	27.9 61	41.4 58	* <5	* <5	31.6 19	23.6 72	* <5	68.0 25	27.3 99	20.6 63	<5 16	91.7 24
Math Grade 4	38.8 116	37.5 56	40.0 60	* <5	* <5	18.8 16	38.4 73	* <5	50.0 26	32.3 96	17.2 29	13.3 15	>95 23
Math Grade 5	38.0 92	35.4 48	40.9 44	* <5	* <5	11.1 9	35.7 56	16.7 6	61.9 21	30.3 76	33.3 21	15.8 19	76.9 26
Science	39.1 92	29.2 48	50.0 44	* <5	* <5	22.2 9	41.1 56	16.7 6	47.6 21	31.6 76	28.6 21	10.5 19	80.8 26
Science Grade 5	39.1 92	29.2 48	50.0 44	* <5	* <5	22.2 9	41.1 56	16.7 6	47.6 21	31.6 76	28.6 21	10.5 19	80.8 26
Performance Composite GLP													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
All Subjects	46.2 746	43.7 378	48.9 368	* <5	* <5	30.9 97	43.0 458	25.0 24	66.7 165	40.0 618	31.6 247	14.3 119	89.0 172
EOG	46.2 746	43.7 378	48.9 368	* <5	* <5	30.9 97	43.0 458	25.0 24	66.7 165	40.0 618	31.6 247	14.3 119	89.0 172
EOG Grade 3	45.8 238	43.4 122	48.3 116	* <5	* <5	39.5 38	36.8 144	33.3 6	78.0 50	40.4 198	33.3 126	<5 32	91.7 48
EOG Grade 4	46.6 232	44.6 112	48.3 120	* <5	* <5	28.1 32	45.2 148	* <5	59.6 52	40.1 192	24.1 58	10.0 30	>95 46
EOG Grade 5	46.4 276	43.1 144	50.0 132	* <5	* <5	22.2 27	46.4 168	22.2 18	63.5 63	39.5 228	34.9 63	24.6 57	83.3 78
Reading	48.0 327	48.5 165	47.5 162	* <5	* <5	40.9 44	41.3 201	33.3 9	72.2 72	41.3 271	28.3 113	16.0 50	87.7 73
Reading Grade 3	47.1 119	49.2 81	44.8 58	* <5	* <5	47.4 19	36.1 72	* <5	80.0 25	41.4 99	30.2 63	<5 16	87.5 24
Reading Grade 4	48.3 116	46.4 56	50.0 60	* <5	* <5	37.5 16	42.5 73	* <5	69.2 26	40.6 96	20.7 29	6.7 15	91.3 23
Reading Grade 5	48.9 92	50.0 48	47.7 44	* <5	* <5	33.3 9	46.4 56	33.3 6	66.7 21	42.1 76	33.3 21	36.8 19	84.6 26
Math	44.0 327	40.0 165	48.1 162	* <5	* <5	22.7 44	42.8 201	22.2 9	62.5 72	38.4 271	33.6 113	10.0 50	90.4 73
Math Grade 3	44.5 119	37.7 61	51.7 58	* <5	* <5	31.6 19	37.6 72	* <5	76.0 25	39.4 99	36.5 63	<5 16	>95 24
Math Grade 4	44.8 116	42.9 56	46.7 60	* <5	* <5	18.8 16	47.9 73	* <5	50.0 26	39.6 96	27.6 29	13.3 15	>95 23
Math Grade 5	42.4 92	39.6 48	45.5 44	* <5	* <5	11.1 9	42.9 56	16.7 6	61.9 21	35.5 76	33.3 21	15.8 19	76.9 26
Science	47.8 92	39.6 48	56.8 44	* <5	* <5	22.2 9	50.0 56	16.7 6	61.9 21	40.8 76	38.1 21	21.1 19	88.5 26
Science Grade 5	47.8 92	39.6 48	56.8 44	* <5	* <5	22.2 9	50.0 56	16.7 6	61.9 21	40.8 76	38.1 21	21.1 19	88.5 26

The ACT													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
ACT WorkKeys													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Math Course Rigor													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Cohort Graduation Rate													
	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG

AMOTARG - Target Detail

Reading Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	332	<5	<5	44	204	9	73	274	117	50	73
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Met
Prof Den	312	<5	<5	37	198	7	69	257	111	44	72
Prof Pct	35.6	*	*	27.0	26.8	*	65.2	26.8	16.2	6.8	79.2
Goal Pct	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Prof Status	Not Met	Insuf	Insuf	Met /C	Not Met	Insuf	Met	Not Met	Met /C /A	Not Met	Not Met
Math Grades 3-8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	332	<5	<5	44	204	9	73	274	117	50	73
Part Pct	>95	*	*	>95	>95	*	>95	>95	>95	>95	>95
Part Status	Met	Insuf	Insuf	Met	Met	Insuf	Met	Met	Met	Met	Met
Prof Den	312	<5	<5	37	198	7	69	257	111	44	72
Prof Pct	37.2	*	*	18.9	32.3	*	60.9	29.6	21.6	11.4	87.5
Goal Pct	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Prof Status	Not Met	Insuf	Insuf	Not Met	Not Met	Insuf	Met /C	Not Met	Met /C /A	Not Met	Not Met
Science Grades 5&8											
	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Part Den	92	<5	<5	9	56	6	21	76	21	19	26
Part Pct	>95	*	*	*	>95	*	*	>95	*	*	*
Part Status	Met	Insuf	Insuf	Insuf	Met	Insuf	Insuf	Met	Insuf	Insuf	Insuf
Prof Den	90	<5	<5	9	56	<5	21	74	21	17	26
Prof Pct	40.0	*	*	*	41.1	*	*	32.4	*	*	*
Goal Pct	61.8	51.9	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Prof Status	Not Met	Insuf	Insuf	Insuf	Met /C	Insuf	Insuf	Not Met	Insuf	Insuf	Insuf
Attendance											
	ALL										
Att Pct	>95										
Status	Met										
Target Status Options: /A = Met Using Alternate Cohort (Current+Exited for SWD & LEP, or Extended rate for CGR) /C = Met Using Confidence Interval Upper Bound /I = Met Using Improvement (0.1% for ATT, 2% for Standard CGR, 3% for Extended CGR)											

Participation Targets Not Met

Subject	Subgroup	Part Pct	Status	Year
None				

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	% Agree			
North Carolina Public Schools (88.63% responded)	North Carolina Public Schools	Chatham County Schools	NC Elementary Schools	Siler City Elementary
Chatham County Schools (98.86% responded)				
NC Elementary Schools (91.71% responded)				
Siler City Elementary (100.00% responded)				

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60.2%	56.6%	61.7%	46.6%
b. Teachers have time available to collaborate with colleagues.	73.1%	66.1%	73.0%	67.8%
c. Teachers are allowed to focus on educating students with minimal interruptions.	67.2%	69.1%	68.8%	60.3%
d. The non-instructional time provided for teachers in my school is sufficient.	62.8%	63.7%	56.8%	58.6%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	57.2%	52.1%	53.1%	53.4%
f. Teachers have sufficient instructional time to meet the needs of all students.	66.0%	58.9%	61.4%	28.8%

g. Teachers are protected from duties that interfere with their essential role of educating students.	71.2%	72.4%	75.4%	72.9%
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Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials.	73.6%	81.4%	76.5%	82.5%
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	78.7%	80.8%	81.0%	89.8%
c. Teachers have access to reliable communication technology, including phones, faxes and email.	90.6%	94.4%	92.2%	96.6%
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81.1%	83.9%	81.5%	89.7%
e. Teachers have sufficient access to a broad range of professional support personnel.	83.3%	78.5%	84.6%	72.9%
f. The school environment is clean and well maintained.	86.0%	92.3%	87.1%	98.2%
g. Teachers have adequate space to work productively.	88.9%	88.0%	90.9%	75.0%
h. The physical environment of classrooms in this school supports teaching and learning.	88.9%	90.1%	92.0%	89.7%
i. The reliability and speed of	76.1%	87.6%	80.2%	96.6%

Internet connections in this school are sufficient to support instructional practices.

Community Support and Involvement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

a. Parents/guardians are influential decision makers in this school.	72.6%	74.4%	74.3%	53.4%
b. This school maintains clear, two-way communication with the community.	89.9%	90.1%	91.6%	84.2%
c. This school does a good job of encouraging parent/guardian involvement.	90.0%	89.2%	92.4%	79.3%
d. Teachers provide parents/guardians with useful information about student learning.	96.0%	93.7%	97.8%	96.5%
e. Parents/guardians know what is going on in this school.	86.5%	87.4%	90.9%	86.0%
f. Parents/guardians support teachers, contributing to their success with students.	72.5%	78.0%	74.9%	64.4%
g. Community members support teachers, contributing to their success with students.	82.5%	83.9%	86.1%	75.0%
h. The community we serve is supportive of this school.	84.9%	88.0%	87.5%	84.2%

Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	85.1%	89.0%	90.3%	86.4%
b. Students at this school follow rules of conduct.	71.9%	81.7%	79.7%	81.0%
c. Policies and procedures about student conduct are clearly understood by the faculty.	84.2%	84.3%	88.7%	79.7%
d. School administrators consistently enforce rules for student conduct.	72.2%	72.3%	78.1%	59.3%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	81.9%	84.2%	84.3%	66.7%
f. Teachers consistently enforce rules for student conduct.	80.5%	80.8%	90.2%	82.8%
g. The faculty work in a school environment that is safe.	93.2%	97.5%	95.5%	98.3%

Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	82.0%	82.3%	83.1%	82.8%
b. Teachers are trusted to make sound professional decisions about instruction.	82.9%	81.5%	82.3%	70.9%
c. Teachers are relied upon to make decisions about	81.0%	80.2%	81.6%	71.9%

educational issues.

	d. Teachers are encouraged to participate in school leadership roles.	92.3%	90.5%	93.5%	89.8%
	e. The faculty has an effective process for making group decisions to solve problems.	77.4%	72.6%	80.5%	50.0%
	f. In this school we take steps to solve problems.	82.9%	83.3%	85.2%	77.6%
	g. Teachers are effective leaders in this school.	87.5%	88.0%	89.7%	86.4%
Q6.5	Teachers have an appropriate level of influence on decision making in this school.	69.8%	68.7%	72.3%	57.1%
Q6.6	Members of the school improvement team are elected.	76.1%	63.0%	76.7%	82.6%

School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

a. The faculty and staff have a shared vision.	84.2%	84.5%	87.4%	87.9%
b. There is an atmosphere of trust and mutual respect in this school.	73.1%	76.2%	74.0%	71.2%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.1%	73.4%	72.0%	64.9%
d. The school leadership consistently supports teachers.	79.6%	81.2%	81.5%	69.0%
e. Teachers are held to high	93.8%	93.5%	95.3%	94.9%

professional standards for delivering instruction.

f. The school leadership facilitates using data to improve student learning.	94.0%	92.5%	96.2%	94.9%
g. Teacher performance is assessed objectively.	86.4%	86.3%	88.0%	83.9%
h. Teachers receive feedback that can help them improve teaching.	85.4%	82.5%	87.3%	87.0%
i. The procedures for teacher evaluation are consistent.	84.0%	83.1%	86.3%	86.8%
j. The school improvement team provides effective leadership at this school.	84.2%	82.9%	87.3%	67.9%
k. The faculty are recognized for accomplishments.	85.0%	83.9%	85.5%	82.8%

Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues	81.4%	81.5%	83.8%	78.8%
b. Facilities and resources	87.0%	88.2%	89.4%	88.9%
c. The use of time in my school	79.6%	80.2%	80.6%	81.8%
d. Professional development	83.4%	77.3%	85.7%	76.4%
e. Teacher leadership	86.4%	84.8%	88.5%	87.3%
f. Community support and involvement	88.5%	87.8%	91.1%	78.2%
g. Managing student conduct	80.0%	80.7%	83.1%	60.7%
h. Instructional practices and support	88.1%	85.6%	89.1%	83.9%
i. New teacher support	83.8%	82.1%	85.6%	83.0%

Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	78.3%	75.2%	81.7%	80.4%
b. An appropriate amount of time is provided for professional development.	77.2%	70.2%	79.6%	74.1%
c. Professional development offerings are data driven.	83.1%	78.1%	85.9%	79.5%
d. Professional learning opportunities are aligned with the school's improvement plan.	90.4%	86.9%	92.6%	88.7%
e. Professional development is differentiated to meet the individual needs of teachers.	66.1%	58.5%	67.8%	43.9%
f. Professional development deepens teachers' content knowledge.	75.6%	67.5%	83.5%	70.9%
g. Teachers have sufficient training to fully utilize instructional technology.	73.3%	63.7%	74.2%	49.1%
h. Teachers are encouraged to reflect on their own practice.	93.1%	91.4%	94.1%	93.1%
i. In this school, follow up is provided from professional development.	73.5%	63.2%	76.7%	61.8%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79.1%	73.2%	81.6%	76.8%
k. Professional development is	64.5%	54.2%	67.6%	44.2%

evaluated and results are communicated to teachers.

l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.3%	76.4%	86.5%	70.9%
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m. Professional development enhances teachers' abilities to improve student learning.	86.2%	81.1%	89.5%	80.0%
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Instructional Practices and Support

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. State assessment data are available in time to impact instructional practices.	51.9%	40.0%	55.6%	37.3%
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b. Local assessment data are available in time to impact instructional practices.	79.4%	75.0%	85.4%	75.0%
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c. Teachers use assessment data to inform their instruction.	93.0%	90.7%	96.6%	90.9%
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d. The curriculum taught in this school is aligned with Common Core Standards.	97.7%	97.1%	98.2%	93.0%
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e. Teachers work in professional learning communities to develop and align instructional practices.	91.2%	90.1%	92.9%	87.5%
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f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.6%	84.8%	88.5%	90.9%
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g. Teachers are encouraged to	92.9%	92.7%	92.0%	92.9%
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try new things to improve instruction.

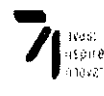
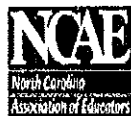
h. Teachers are assigned classes that maximize their likelihood of success with students.	69.2%	65.4%	69.6%	54.7%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	79.9%	80.4%	75.2%	63.0%
j. State assessments provide schools with data that can help improve teaching.	64.5%	52.0%	68.8%	39.6%
k. State assessments accurately gauge students' understanding of standards.	44.5%	31.9%	47.0%	24.5%

Overall

Q10.6 Overall, my school is a good place to work and learn.	85.1%	87.3%	85.9%	83.1%
Q10.7 At this school, we utilize the results from the 2012 North Carolina Teacher Working Conditions Survey as a tool for school improvement.	81.2%	82.6%	83.4%	76.9%



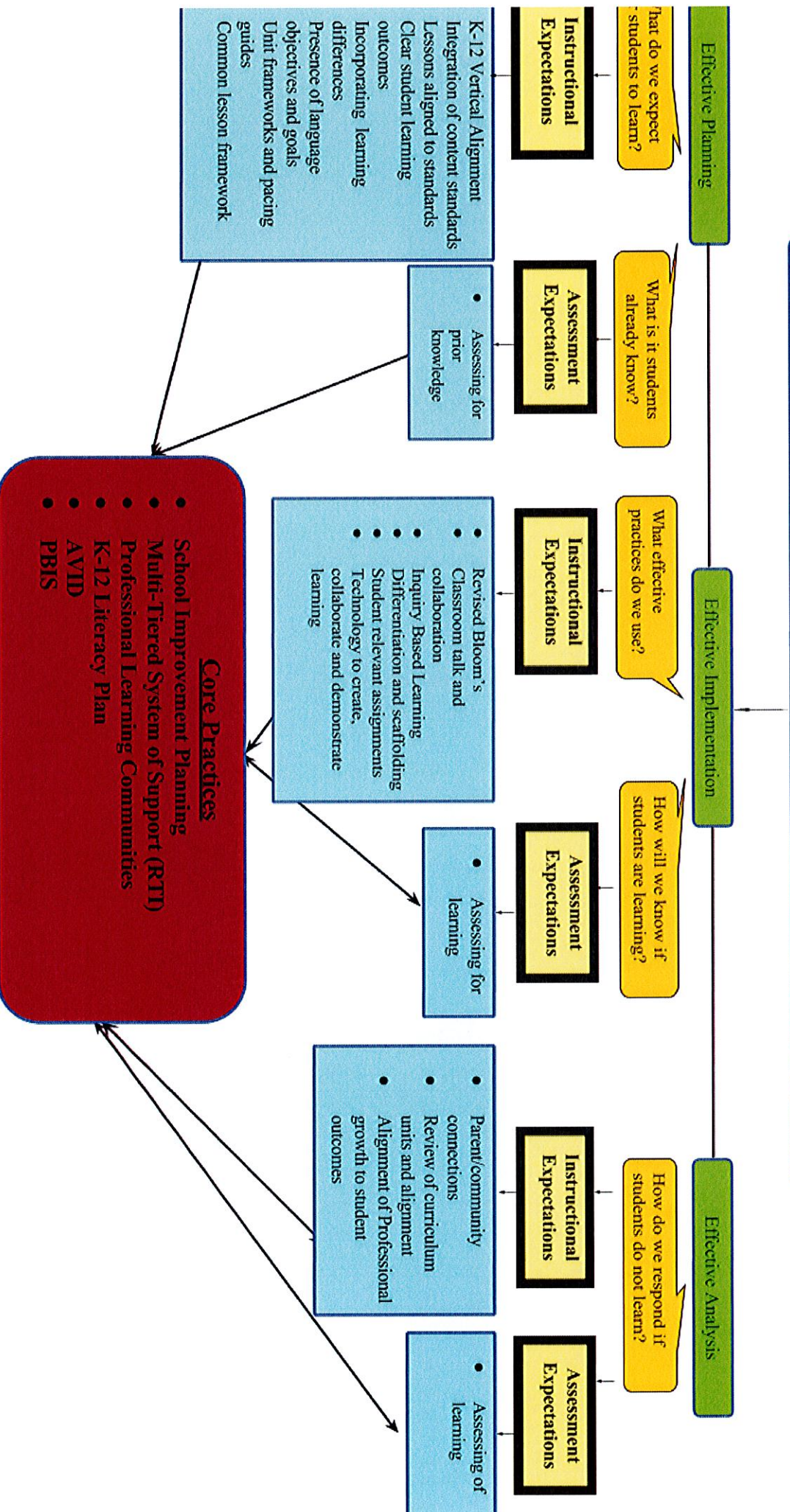
Public Schools of North Carolina
State Board of Education
Department of Public Instruction



© New Teacher Center

Chatham County Schools Instructional Framework

“Every child reads, writes, thinks and talks in every classroom every day”
NC New Schools





INSTRUCTIONAL LEADERSHIP PRIORITIES

"CHARTING A COURSE FOR SUCCESS"

Leadership Priority <i>What are we asking principals to do? What are the key elements of effective instructional leadership?</i>	Resources to Support <i>What information do we have that can support principals in this priority?</i>	How Will This Priority Be Used? <i>What evidence will be collected? How will the priority be monitored?</i>
<p>Scheduling: Administration will create a master schedule that maximizes instructional time and minimizes interruptions. A priority should be to keep students in core classroom instruction to the highest degree possible. Students should not be pulled from core instruction for interventions or specialists unless it is specified in an IEP, 504, or the administration has approved.</p> <p><i>NCEES Principal Standard: 2b</i></p>	<p>CCS Instructional Time Guides</p> <p>Scheduling Resources</p>	<p>We will have a variety of scheduling discussions throughout the year during level meetings. Discussions will also focus on roster verification and the "claiming" of students. Each school will turn in master instructional schedules by August 20th to Dr. Hartness.</p>
<p>Multi Tiered Systems of Support (MTSS) Teams will be in place at each K-8 school. Regular meeting time will be provided for teams. MTSS forms will utilized in K-8 schools. All schools should have an intervention/enrichment time built into the master schedule. Data will be used to determine student assignment to intervention/enrichment groups and services. High Schools should continue to use the SST process until MTSS training has occurred.</p> <p><i>NCEES Principal Standard: 2a, 3b</i></p>	<p>CCS MTSS Site</p> <p>CCS MTSS Handbook</p> <p>CCS MTSS Paperwork</p> <p>Intervention Resources</p> <p>CCS Data Playbook</p>	<p>The MTSS IPF will visit each school team during the school year to provide feedback on team progress. MTSS data and EC "hit rates" will be used in principal meeting discussions and data discussions.</p> <p>Intervention/enrichment time will be discussed in principal meetings and level meetings during data discussions and scheduling discussions.</p>
<p>Lesson plans: Administration will monitor lesson plans on a regular basis. Staff will be given feedback on lesson planning components. Quality Lesson Plans have evidence of standards/content, assessment, differentiation strategies, and use of technology.</p> <p><i>NCEES Principal Standard: 2a</i></p>	<p>CCS Board Policy- Lesson Planning Planbook.com (optional resource)</p> <p>Rigorous Curriculum Design Info.</p> <p>-RCD Overview Video</p> <p>-RCD Book (admins will get copy)</p> <p>-RCD Training PowerPoint</p>	<p>Administrators can utilize any method you wish to monitor and hold staff accountable. During level meetings throughout the year we will ask for principals to bring lesson plan examples for review and activities. As we continue to develop and implement Rigorous Curriculum Units, lesson-planning discussions will be ongoing.</p> <p>The district will consider supporting the cost of lesson planning programs that schools may be using. You might also consider using Google, which is a free resource. Please contact Dr. Hartness for details.</p>

Leadership Priority	Resources to Support	How Will This Priority Be Used?
<p>Instructional Walkthroughs: Administration will conduct instructional walkthroughs on a weekly basis. Data from walkthroughs will be shared with staff or PLC/grade level/subject area teams. Walkthroughs include questions related to rigor, objectives, technology use, and other school instructional initiatives and priorities. The data from walkthroughs are used for trend analysis and PLC discussions. While walkthroughs can generate coaching support or feedback, the data should NOT be used for evaluation purposes unless it is absolutely necessary. Walkthroughs do not replace the formal evaluation requirements. <i>NCEES Principal Standard: 2a, 4c</i></p>	<p>Example Walkthrough Tool using Google Walkthrough Funny Clip- Just Do It School Walkthrough Tool Examples Principal and AP session will be provided with Mike Rutherford (TBD)</p>	<p>During the year, we will conduct ASIS Instructional Walks with administration and instructional coaches. Walkthrough data will be used at level meetings throughout the year for instructional conversations. Principals will be asked to bring what data they have to guide discussions.</p>
<p>Instructional Priorities/Non-Negotiables: Administrators will create and articulate instructional priorities for staff. The district will provide overall priorities and each school can create additional requirements. Having instructional priorities gives staff a clear understanding of what is most important. <i>NCEES Principal Standard: 2a, 6b, 5d</i></p>	<p>CCS Instructional Priorities 2015-2016</p>	<p>Administrators will be asked to share instructional expectations during level meetings in the fall. Time will be spent allowing schools to share examples and strategies in small groups. It is important to involve the school leadership team when creating these priorities.</p>
<p>Behavior Structures: Each school will create a school-wide set of expected behaviors and a behavior plan. Schools will enter and monitor behavior referrals in PowerSchool and/or SWIS. The MTSS process will be utilized for students who need Tier 2 or 3 supports. The behavior support referral form will be used when supports are needed beyond the school level. <i>NCEES Principal Standard: 5d</i></p>	<p>CCS Behavior Resources Behavior Roadmap Training Schedule CCS Behavior Referral Forms CCS Code of Conduct SWIS Resources MTSS Handbook</p>	<p>Specific training related to behavior structures will be provided throughout the year for school teams. A new JPF behavior position will assist with helping schools monitor behavior plans and interventions.</p>
<p>Data Driven Instruction and School Improvement: Principals will utilize data in faculty meetings, leadership meetings, SIP/SIT meetings, and PLC/Team/Grade level meetings to model data expectations. <i>NCEES Principal Standard: 2a</i></p>	<p>CCS Data Playbook Resource CCS Data Google Folders Student Data Tracking Resources</p>	<p>Data discussions will occur at level principal meetings on a regular basis. Principals will be asked to bring specific data points and ASIS members will provide templates for analysis and reports that will assist with this expectation. Data will be monitored to measure ongoing SIP efforts.</p>
<p>PLC/Collaboration Structures: Administration will provide time in the master schedule (where possible) to provide daily/weekly collaboration for teams. Administrators will attend meetings on a regular basis and/or have structures in place to monitor meeting agendas and minutes. Data will be the guiding force of PLC/Collaboration discussions. <i>NCEES Principal Standard: 4a, 2a</i></p>	<p>PLC Resources MTSS Handbook All Things PLC Site</p>	<p>PLC/Collaboration structures and tools will be discussed during level meetings and coach meetings. Schools will be asked to share examples of agendas, data tools, resources, etc. that they are using to guide teams.</p>
<p>School Improvement Process: Administration will ensure that a school improvement team is in place and will discuss the SIP plan on a regular basis. Data will guide ongoing school improvement efforts. All SIP/SIT minutes will be posted on school websites in a timely manner to meet legal requirements. <i>NCEES Principal Standard: 1c, 1d</i></p>	<p>CCS SIP Template Site CCS SIP Requirements 2015-2016 SIT and SIP Legal Requirements Guide CCS Board Approved SIP Plans</p>	<p>ASIS level directors will collaborate with principals to review SIP plans prior to board approval. Board approval will be required prior to posting on websites.</p>



CLASSROOM INSTRUCTIONAL PRIORITIES

"CHARTING A COURSE FOR SUCCESS"

Instructional Priority Area <i>What are we asking teachers to do in classrooms? What are the key elements of quality instruction we would like to see in classrooms this year?</i>	Resources to Support <i>What information do we have that can support teachers in this priority?</i>
Scheduling & Bell-to-Bell Instruction- Each school principal will create and submit a master schedule for instruction. Teachers will follow the instructional master schedule unless otherwise instructed by the principal. It is expected that students will be engaged in meaningful activities from bell-to-bell. Transitions and low engagement activities should be minimized to ensure high academic time on task. Teachers will establish and implement routines and procedures that minimize lost academic time. <i>NCEES Teaching Standard: 2c, 4c</i>	CCS Instructional Time Guides- (will be developed this year) Example of tight transition (paper returning) Example of "TT" moving to carpet Example of teaching "TT" passing and returning papers routine Using content in transitions Strategies for transitions and time management
Core Curriculum- It is essential that all classrooms in CCS follow the frameworks for core instruction to ensure that every student in our district is reading, writing, thinking, and speaking in every classroom every day. The following district guides (to the right) will be used to plan for daily instruction. We need to ensure that core instruction is protected as much as possible from pull out services and interruptions. <i>NCEES Teaching Standard: 4b, 3a</i>	CCS Instructional Framework Document CCS K-5 Literacy Framework Literacy Instructional Guide CCS K-5 Math Framework Math Instructional Delivery Guide CCS 6-8 Literacy Framework Elementary School Units & Pacing Middle School Units & Pacing High School Units & Pacing
Lesson Planning- All instructional staff will create lesson plans to guide instruction each day. Lesson plans provide details around standards and content, assessment practices, strategies for differentiation, technology use, tasks and activities, etc. Each school principal will have a process for reviewing lesson plans on a regular basis. <i>NCEES Teaching Standard: 3a, 4b, 4c, 4h</i>	CCS Board Policy- Lesson Planning
Essential Questions & Objectives- Essential questions and objectives are a critical part of planning for instruction. The objective and/or questions will be posted/presented in a student friendly manner so the student can make meaning from the written objective. The standard and objective will change on a regular basis as instruction changes. If you opt to utilize a pre-made resource, be sure that it is printed large enough for students to see. It is important that teachers refer to objectives throughout instruction. <i>NCEES Teaching Standard: 3a</i>	Objectives Training Power-Point Posting Objectives Resources Why Post Objectives?
RIGOR- A common district theme will be increasing rigor across all content areas and classrooms. Teachers will learn strategies to raise rigor for student engagement and achievement. A variety of PD sessions will be provided throughout the year. Rigor in a classroom is creating an environment in which each student is expected	CCS Rigor Resources Rigor Beginning of Year Presentation

<p>to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.</p> <p><i>NCEES Teaching Standard: 3a, 4e</i></p>	<p>Higher Order Thinking Questions on Teaching Channel</p>
<p>Accountable Talk- A component of the CCS Common Instructional Framework includes an expectation that students will be “speaking” in each classroom every day. When students engage in meaningful discussion related to content they learn at high levels.</p> <p><i>NCEES Teaching Standard: 3a, 4f</i></p>	<p>CCS Accountable Talk Resources from coach meeting 2014 Accountable Talk Video Tutorial in 3 minutes Accountable Talk Videos on Teacher Tube Talk Moves from Teaching Channel Text Talk Time example from Teaching Channel Accountable Talk Ideas on Pinterest Accountable Talk on Teaching Channel for 9-12 Leading a Text Based Discussion Tips and Tricks</p>
<p><i>*Note: We do not endorse everything found on Pinterest, but you can find some good accountable talk ideas there.</i></p>	
<p>Differentiation to Meet Student Needs- Students come to our classrooms with a variety of needs. Students are best served utilizing small group instruction and materials that match student learning levels. Homework, vocabulary lists, reading selections, etc. should be targeted to student specific learning levels where possible. Guided reading and guided math structures are a great way to address this area in K-5 specifically.</p> <p><i>NCEES Teaching Standard: 2d, 4c, 4b, 4a, 4f</i></p>	<p>Guided Reading CCS Materials Guided Math CCS Materials Differentiation Resource (coming soon)</p>
<p>MTSS Process and Intervention/Enrichment Blocks- Teachers in grades K-8 will use the MTSS process for students who are in need of additional academic or behavioral supports. The MTSS paperwork will be used for Tier 1, 2, or 3 plans. Each school will have in the master schedule time for intervention/enrichment. Meeting time should be provided for MTSS teams to meet on a regular basis. Data will be used to determine the assignment of students to groups and services. High School Teachers will continue to use the SST process until MTSS training has occurred.</p> <p><i>NCEES Teaching Standard: 4b, 4c</i></p>	<p>CCS MTSS Site CCS MTSS Handbook CCS MTSS Paperwork Intervention Resources (coming soon) CCS Data Playbook</p>
<p>Technology Integration- Technology resources and tools are a necessary part of quality instruction in today’s classrooms. The teacher evaluation instrument specifically includes expectations for technology use and digital learning. Teachers and students will consistently utilize technology to enhance and maximize learning.</p> <p><i>NCEES Teaching Standard: 3d, 4d</i></p>	<p>SAMR Video- “SAMR in 120 seconds” CCS Technology Savvy Users Guide CCS Technology On-Demand Videos CCS Technology Tools</p>
<p>Use of Data to Drive Instruction- Data is at the core of what every teacher and PLC team does to ensure student success. PLC teams will review screening data to identify students who are at risk of academic failure or who may need enrichment/acceleration. Teachers/teams will use formative assessment data to review trends that can help modify instruction and determine necessary interventions and supports for students. Teachers will follow the assessment schedule set forth by the district and the school principal.</p> <p><i>NCEES Teaching Standard: 1a, 4h, 4b</i></p>	<p>CCS Data Playbook CCS District Data Reports CCS 2015-2016 Assessment Chart Schoolnet Log In Schoolnet Help Guides</p>
<p>Clear Behavior Expectations- Every teacher will have a class set of positively stated expectations and will teach expected procedures and behaviors during the first 2 weeks of school. Each school will create a school-wide set of expected behaviors. Schools will monitor behavior data in PowerSchool and/or SWIS. Schools will utilize the MTSS problem-solving model for students who need additional behavioral supports.</p> <p><i>NCEES Teaching Standard: 2a, 2c</i></p>	<p>CCS Behavior Resources CCS Behavior Site CCS Behavior Referral Form Example Classroom management Video with tips</p>

Siler City Elementary Non-Negotiables Document
2015/16



Curriculum

Planning and Preparation

- Lesson plans for all instructional areas will be posted in Google Drive each Monday morning by 8 A.M. and will contain the components our school has agreed upon as appropriate.
- All objectives/standards from the Common Core and NC Essential Standards curriculum must be covered by the end of the year based on our CCS' pacing guides. Each quarter, grade-levels will prepare curriculum maps outlining which standards/objectives will be taught each week in reading and math and, which teachers will be responsible for them. These documents will be posted in each grade level's Google Drive PLC folder. Administration will ensure that grade-levels have a planning day at the start of each new quarter to prepare for the following quarter.
- Common core objectives will be posted in classrooms for ELA & Math in kid-friendly 'can do' statements for each lesson.
- As a staff, science and social studies standards must be taught with fidelity (they may be integrated into ELA and math).
- State and District expectations surrounding progress monitoring (PM) in the area of reading must be completed on time (see M-Class Reading 3D Progress Monitoring Guidelines).
- In an effort to meet the needs of our many language learners, we must ensure students are speaking, listening, reading and writing during each lesson, and each lesson will provide students numerous opportunities to have discussions with one another (e.g. Turn and Talk and Think, Pair, Share). The 'kid-talk' should be focused on the content being taught, rigorous, with accountability built in (see also Chatham County Schools' Instructional Framework).
- Lessons must include rigorous activities to meet the unique needs of all students as defined by Webb's depth of knowledge. This includes worksheets.
- Plus time will be utilized each day to provide students opportunities for intervention or enrichment activities in a smaller group setting in the areas of reading or math. ESL, Special Education, AIG, and Reading Specialists will support grade-levels during their plus time to keep groups as small as possible. We will follow a one-month rotation (there is flexibility for grade-levels concerning the number of weeks for switching from math to ELA) for plus time (one month for math and the next month for reading). Teams will determine a standard to be taught in ELA and math for every month period (rotating) to guide plus time instruction. We will do pre- and post-test for those standards.

- Plan for critical/higher order thinking by pre-planning the level of questioning.
- Independent activities and/or centers should have a purpose, include an accountability system, and be rigorous.
- Grade-levels will have a quarterly planning day at the transition between the first and second quarters, second and third quarters, and third and fourth quarters to help support high quality curriculum planning. ESL and EC teachers along with reading specialists will attend as schedules allow (no sub. will be paid for). At the conclusion of each quarterly planning day, grade-levels will complete the administration provided quarterly planning documents (or an alternative document with the same components) and place the documents in the Instructional Resources folder on Google Drive.

Professional Learning Communities

- Professional Learning Communities (PLC) should meet every Tuesday from 3:30 to 4:45. On days when we have a faculty meeting, PLCs will be held during each grade level's specials time.
- Support personnel (ESL, Reading Specialist, EC teacher, AIG...) will participate in grade-level PLCs to which they are assigned. The last Tuesday of each month, ESL teachers, reading specialists, AIG, and EC teachers will plan with their individual areas.
- PLCs will follow the agendas provided by Administration and will operate under agreed upon norms along with a rotation of roles for each month.
- Minutes from PLCs will be posted in Google drive the day following the meeting. Questions for administration will be highlighted in red within the minutes. Minutes will include members present at the meeting.
- Administration is responsible for reading the minutes and responding to grade-level questions by the beginning of the following week.
- Remember, you are a member of a team. If you do not have your assignment or items ready on time, you let the team down. Hold each other accountable and expect the best from one another.

Balanced Literacy

- The balanced literacy model will be followed daily and include:
 - read-alouds (with explicit 'think-alouds' to model reading strategies)
 - shared reading
 - guided reading
 - independent reading
 - word study (Recipe for Reading) will be used in English World classes K-2 for 30 minutes each day)

- writing practice (the balanced literacy model components for writing include: modeled or interactive writing; guided writing; shared writing; and independent writing)
- The entire literacy block should be used for literacy. Science and social studies standards, however, may be integrated into the literacy block.
- Fluency practice should happen in every classroom daily as part of our 2015/16 school focus.
- Vocabulary instruction should occur daily with vocabulary selected from the topic/unit of focus.
- ELA data from mClass (TRC and Dibels measures), ACCESS, and other formative assessments should be used to inform core instruction, plus time, and other intervention times.

Math

- Each week, math instruction should include mini-lessons, small group instruction (guided math), and independent practice (math centers).
- Math practice should spiral weekly (i.e. Cumulative review such as Common Core Daily Review from Envisions, Keeping Skills Sharp, Math Board, five minute review etc.).
- Fluency practice in math should take place daily as part of our 2015/16 school focus..
- Problem solving should be happening in classrooms daily (e.g. word problems which should include real-world connections, critical thinking, and higher-level thinking skills--Rigor).
- Math data from SMI, AIMSweb, and formative assessments should be used to inform core instruction, plus time, and other intervention times.
- Administration is responsible for ensuring teachers have the training needed to utilize data.

Leader in Me

- All students will have a leadership notebook that contains an academic goal in both literacy and math (it should relate to your classes' data and grade-level goal) and a personal goal. Notebooks will be updated weekly during recess time on days when your class has PE 1.
- All certified staff will actively participate on at least one shared leadership team.
- SCE staff and students will follow the behavior plan created by SCE's MTSS Leadership Team (located in the MTSS google drive file) once available. Until then, grade levels are expected to have a behavior plan in place (i.e. Dojo points, clips, etc.)

- The 'Leader in Me' Philosophy will be implemented and practiced in each classroom (e.g. explicitly teaching the 7 Habits) including students tracking progress in their data notebooks on a consistent basis.

	Stephanie Supplee's K	Sonia Restrepo's K	Amy Andrews' K	Kelly Adelman's K	Paula Payne's K
	All Subjects	Spanish Literacy	Math/Science/Social Studies	Math/Science/Social Studies	Spanish Literacy
	Monday-Friday	Monday-Friday	Monday-Friday	Monday-Friday	Monday-Friday
7:55	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05
8:00	ELA (105)	Spanish Literacy 1 (90) (SLA)	Math 1 (60)	Math 1 (60)	Spanish Literacy 1 (90) (SLA)
8:05	8:30-9:00- Recipe for Reading	8:00-8:45	8:30-9:30	8:30-9:30	8:00-8:30 & 9:45-10:00
8:10		Phonological Awareness			Phonological Awareness
8:15	9:00-9:30- Whole Group Guided	Fluency			Fluency
8:20		Print Concepts			Print Concepts
8:25		Phonics, Word Recognition, and Word Study		Phonics, Word Recognition, and Word Study	Phonics, Word Recognition, and Word Study
8:30		Writing Mini Lesson		Writing Mini Lesson	Writing Mini Lesson
8:35	Modeled Writing and Writing Mini Lesson /or Shared Writing			Modeled Writing and Writing Mini Lesson /or Shared Writing	Interactive Read Aloud
8:40		Interactive Read Aloud			Shared Reading
8:45		Shared Reading			8:30-9:15
8:50		9:45-10:35			
8:55		Guided Reading			Guided Reading
9:00		Independent Writing Rotations	ELA 1 (30)	ELA 1 (30)	Independent Writing Rotations
9:05			8:00-8:30	8:00-8:30	
9:10			Recipe for reading	Recipe for reading	
9:15	9:30-10:30		Phonological Awareness, Fluency	Phonological Awareness, Fluency	
9:20	Literacy Centers		Shared Reading	Shared Reading	
9:25	(Guided reading, words their way, and phonics),				
9:30		Recess (30)	Recess (30)	Recess (30)	Recess (30)
9:35		9:15-9:45	9:30-10:00	9:30-10:00	9:15-9:45
9:40					
9:45					
9:50					
9:55					
10:00		Social Studies 1 (30)	Science 1 (30)	Science 1 (30)	Social Studies 1 (30)
10:05		8:45-9:15	10:00-10:35	10:00-10:30	10:00-10:30
10:10					
10:15					
10:20					
10:25					
10:30	Lunch (25)		Lunch (25)	Lunch (25)	Lunch (25)
10:35	10:30-10:55	Lunch (25)	10:30-10:55	10:30-10:55	10:30-10:55
10:40					
10:45					
10:50					
10:55					
11:00	Recess	Spanish Literacy 2 (130)	Math 2 (100)	Math 2 (100)	Spanish Literacy 2 (130)
11:05	10:55-11:25	10:55-1:05	11:45-12:45	11:45-12:45	10:55-1:05
11:10					
11:15					
11:20					
11:25					
11:30		Guided Reading			Phonological Awareness
11:35		Independent Writing Rotations		Phonics, Word Recognition, and Word Study	Print Concepts
11:40	Math 2 (90)				Fluency
11:45	11:25-1:05	Phonological Awareness		Modeled Writing and Writing Mini Lesson /or Shared Writing	Writing Mini Lesson

11:50		Fluency			
11:55		Print Concepts			
12:00		Phonics, Word Recognition, and Word Study			
12:05		Writing Mini Lesson			
12:10	Modeled Writing and Writing Mini Lesson /or Shared Writing				
12:15		Interactive Read Aloud			
12:20	Shared Reading				
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
13:00					
13:05	Specials				
13:10	1:05-1:50	Specials	1:05-1:50	Specials	1:05-1:50
13:15					
13:20					
13:25					
13:30					
13:35					
13:40					
13:45					
13:50	PLUS Time (35)				
13:55	1:50-2:25	PLUS Time (35)	1:50-2:25	PLUS Time (35)	1:50-2:25
14:00					
14:05					
14:10					
14:15					
14:20					
14:25	Social Studies (30)				
14:30	2:25-2:55	Social Studies 2 (30)	2:25-2:55	Science 2 (30)	2:25-2:55
14:35					
14:40					
14:45					
14:50					

7:45	Sarah Bellak - 1st Grade	April Perry's 1st Grade	Ivette Arend's 1st Grade	Jessica Walker's 1st Grade	Margee Rife's 1st Grade	Melanie Reece's 1st Grade	
7:50	Math/Spanish Literacy	Literacy/Science/Social Studies	Math/Spanish Literacy	Literacy/Science/Social Studies	Math/Spanish Literacy	Literacy/Science/Social Studies	
7:55	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	Leader in Me 7:55-8:05	
8:00	Math 1 (60)	Recipe for Reading	Math 1 (70)	English Literacy	Math 1 (70)	English Literacy 1 (90)	
8:05	8:10-9:10	8:00-8:20	8:00-9:10	7:55-9:45 (or 10:10)	8:00-9:10	8:8-15 am Phonemic Awareness	
8:10		*Independent Reading: 7:30-8:00		Independent Reading		8:15-8:30 Red Words	
8:15				7:30-8:10			
8:20		Social Studies OR Science (20)		Guided Reading			
8:25		8:20-8:50		8:10-8:50			
8:30		Includes an Interactive Read Aloud	Teacher Directed/Shared Reading and text based writing	8:50-9:30	Interactive Read Aloud or Shared Reading	8:30-8:35 Fluency	
8:35				Recipe for Reading		8:35-9:10	
8:40				9:30-9:50			
8:45							
8:50		English Literacy (90)	Interactive Read Aloud and text based writing	9:50-10:10		9:10-9:30 Recipe for Reading	
8:55		8:50-9:30: Guided Reading Rotations					
9:00							
9:05							
9:10	Spanish Literacy (60)	9:30-10:10: Shared Reading	Spanish Literacy (60)		Science and Social Studies are integrated when Science kits are not available		
9:15	9:10-10:10	Writing	9:10-10:10		Spanish Literacy (60)		
9:20					9:10-10:10		
9:25	Week A: Guided Reading						
9:30	including: word study, phonemic awareness, independent reading, writing					Literacy Work Stations	
9:35						9:30-10:10	
9:40							
9:45							
9:50							
9:55	Week B: Read aloud, Shared Reading,			Science			
10:00				9:45-10:10			
10:05	Writing			*OFTEN integrated into literacy			
10:10	Recess (30)	Recess (30)	Recess (30)	Recess (30)	Recess (30)	Recess (30)	
10:15	10:10-10:40	10:10-10:40	10:10-10:40	10:10-10:40	10:10-10:40	10:10-10:40	
10:20							
10:25							
10:30							
10:35							
10:40	PLUS Time (60)	PLUS Time (60)	PLUS Time (60)	PLUS Time (40)	PLUS Time (60)	PLUS Time (60)	
10:45	10:40-11:40	10:40-11:40	10:40-11:40	10:40-11:20	10:40-11:40	10:40-11:40	
10:50							
10:55							
11:00							
11:05							
11:10							
11:15							
11:20							
11:25							
11:30							
11:35				11:25-11:35: Fluency			
11:40	Lunch/Bathroom	Lunch/Bathroom	Lunch/Bathroom	Haggerty Book	Lunch/Bathroom	Lunch/Bathroom	
11:45	11:40-12:05	11:40-12:05	11:40-12:05	11:35-12:05	11:40-12:05	11:40-12:05	
11:50							
11:55							
12:00		11:50-12:05: Fluency					
12:05	Specials (45)	Haggerty Book					
12:10	12:05-12:50	12:05-12:50	12:05-12:50	12:05-12:50	12:05-12:50	12:05-12:50	
12:15							
12:20							
12:25							

12:30					
12:35					
12:40					
12:45					
12:50					
12:55	Spanish Literacy 2 (65) 12:50-1:55				
13:00	English Literacy 2 (95) 12:50-2:30 12:50 - 1:15: Recipe for Reading	Math 2 (60) 1:55-2:55	English Literacy 2 (95) 12:50-2:25 or 2:50 Guided Reading 12:50-1:30	Spanish Literacy 2 (65) 12:50-1:55	English Literacy 2 (95) 12:50-2:25
13:05	Week A: Guided Reading including: word study, phonemic awareness, independent reading, writing	1:15-1:30: Read Aloud 1:30-2:10: Guided Reading Rotations	Teacher Directed/Shared Reading and text based writing 1:30-2:00 Recipe for Reading 2:00-2:20 Interactive Read Aloud and text based writing 2:20-2:40		
13:10					
13:15					
13:20					
13:25					
13:30					
13:35					
13:40	Week B: Math	2:10-2:30: Shared Reading Writing			
13:45					
13:50					
13:55					
14:00	Math 2 (60) 1:55-2:55	12:50-1:55	Independent Reading 2:40-2:50 Hegerty Book	Math 2 (60) 1:55-2:55	
14:05					
14:10					
14:15	Week A: Math				
14:20					
14:25					
14:30	Week B: Literacy Read Aloud	Science OR Social Studies 2:30-2:55	Science 2:25-2:50 *OFTEN integrated into literacy		Science 2 (15) 2:25-2:40
14:35					
14:40	Shared Reading, Writing	Includes Interactive Read Aloud			Social Studies 2 (15) 2:40-2:55
14:45					
14:50					
14:55					

7:45	Megan Harvey's 2nd Grade Literacy/Science/Social Studies	Mireya Ruiz's 2nd Schedule Math/Spanish Literacy	Susan Hudson's 2nd Grade Literacy/Science/Social Studies	Velásquez's 2nd Schedule Math/Spanish Literacy Math/English Literacy	Lon Bass' 2nd Grade Literacy/Science/Social Studies	Sandy Herrera 2nd Schedule Math/Spanish Literacy
7:50	Monday-Friday	Monday-Friday	Monday-Friday	Monday-Friday	Monday-Friday	Monday-Friday
7:55	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00	English Literacy 1 (75 min)	Math 1 (60 minutes) 8:00-8:00	Science 1 (20 min) 9:40-10:10	Math 1 (60 minutes) 8:00-9:00	Science 1 (20 min) 8:00-8:20	Math 1 (60 minutes) 8:00-9:00
8:05	7:55-9:10					
8:10	Week A		Social Studies 1 (20 min) 9:40-10:10		Social Studies 1 (20 min) 8:20-8:40	
8:15	Whole Group Literacy Components include:					
8:20	Fluency					
8:25	Vocabulary					
8:30	Shared Reading					
8:35	Interactive Read Aloud					
8:40	Writing					
8:45						
8:50						
8:55						
9:00						
9:05						
9:10						
9:15						
9:20	Homeroom					
9:25	Spanish Literacy 1 (70 minutes) 9:00-10:10	Week A Whole Group Literacy Components include:	Traditional -Fluency/Guided reading- 8:00-10:10 Recipe for reading 10:10-10:40	Spanish Literacy 1 (70 minutes) 9:00-10:10	Week A Whole Group Literacy Components include:	Spanish Literacy 1 (70 minutes) 9:00-10:10
9:30	Science/Social Studies	Fluency		Week A	Fluency	Week A
9:35	9:10-9:40	Vocabulary		Whole group Literacy:	Vocabulary/word work	Whole Group Literacy Components include:
9:40		Shared Reading			Shared Reading	Fluency
9:45		Interactive Read Aloud			Interactive Read Aloud	Vocabulary
9:50		Writing			Week B (small group)	Shared Reading
9:55					Guided Reading:	Interactive Read Aloud
10:00	Recipe for Reading 1 (30 min) 9:40-10:10				Independent Reading	Recipe for Reading
10:05						
10:10						
10:15						
10:20	English Literacy 2 (100 min) 10:10-11:50	Spanish Literacy 2 (75 minutes) 10:10-11:25		Math in English 2 (60 minutes) 10:15-11:15	English Literacy 2 (90) 10:10-11:40	Spanish Literacy 2 (75 minutes) 10:10-11:25
10:25						
10:30						
10:35	Whole Group Literacy Components include:	Week B Guided Reading			Week A	Whole Group Literacy Components include:
10:40	Fluency	Independent Reading	English Literacy 2 (90) 10:10-11:40		Fluency	Fluency
10:45	Vocabulary	Reading Comprehension (Achieve 3000)	Week A Whole Group Week B Guided Components include:		Shared Reading	Shared Reading
10:50	Shared Reading				Interactive Read Aloud	Interactive Read Aloud
10:55	Interactive Read Aloud				Writing	Recipe for Reading
11:00	Writing					
11:05	Recipe for Reading	Word Work				
11:10						
11:15						
11:20						
11:25						
11:30						
11:35						
11:40						
11:45						
11:50	Science/Social Studies 2 11:50-12:00	Math 2 (35) 11:25-12:00	Science 2 (20) 11:40-12:00		Science 2 (20) 11:40-12:00	Math 2 (35) 11:25-12:00
11:55						
12:00						
12:05						
12:10						
12:15						
12:20						
12:25						
12:30						
12:35						
12:40						
12:45						
12:50						
12:55						

13:00	Social Studies/Science 2 (40)	Math 2 (30 minutes)	Social Studies 2 (40)	Literacy 2 English (40)	Social Studies 2 (29)	Math 2 (40 minutes)
13:05	1:03-1:40	1:10-1:40	1:00-1:40	1:00-1:40	1:11-1:40	1:15-1:40
13:10				Shared Reading Writing		
13:15						
13:20						
13:25						
13:30						
13:35						
13:40						
13:45						
13:50						
13:55	Recess (30 minutes)	Recess (30 minutes)	Recess (30 minutes)	Recess (30 minutes)	Recess (30 minutes)	Recess (30 minutes)
14:00	1:40-2:10	1:40-2:10	1:40-2:10	1:40-2:10	1:40-2:10	1:40-2:10
14:05						
14:10						
14:15						
14:20						
14:25						
14:30	Specials (45)	Specials (45)	Specials (45)	Specials (45)	Specials (45)	Specials (45)
14:35	2:10-2:55	2:10-2:55	2:10-2:55	2:10-2:55	2:10-2:55	2:10-2:55
14:40						
14:45						
14:50						
14:55						

7:45	Tania Shoffner's 3rd Grade	Sandy Sistrunk's 3rd Grade	Yazmin Ruiz's 3rd Grade	Tracey Troxler's 3rd Grade	Diana Ciro's 3rd Grade
7:50	Self-contained (all subjects)	Literacy/Science/Social Studies	Math/Spanish Literacy	Literacy/Science/Social Studies	Math/Spanish Literacy
7:55	Monday-Friday Homeroom	Monday-Friday Homeroom	Monday-Friday Homeroom	Monday-Friday Homeroom	Monday-Friday Homeroom
8:00	ELA 1 (125) 8:00-10:05	ELA 1 (100-including portfolio passage) 8:00-9:05	Spanish Literacy (60) 8:00-9:00	Portfolio Passage 8:00 - 8:25	Portfolio passage 7:55-8:15
8:05			Week A: Whole Group -Fluency 8:00-8:05 -Shared Reading/Read Aloud 8:05-8:45 -Writing 8:45-9:00	Science/SS (30min) 8:25 - 8:55	Math 1 (60) 8:15-9:15
8:10		Guided Reading w/fluency & word work			Fluency practice Problem of the day Whole group mini lesson/Centers
8:15		Week A			
8:20		Week B			
8:25		Fluency 7:55-8:05 Word Work 8:05-8:15 RA, Shared Reading and Ind. Reading 8:15-9:05	Week B: Guided Reading (rotations) -Guided Reading w/fluency -Word Work	ELA (95) Week A Guided Reading (65 min.) -word work -fluency	SLA 9:15-10:05 Week A -Read aloud/Shared Reading/Independent reading -Dictado -Fluency
8:30			Math 1 (65) 9:00-10:05	Week B -Word Work 9:00 - 9:10 -Fluency 9:10 - 9:20 -Read aloud/Independent 9:20 - 10:05 Social Studies (integrated)	Week B Guided Reading (65 min.) -word work -fluency
8:35		Portfolio Passage 9:05-9:40	-Math Fact Fluency -Whole Group (mini lesson) -Math Rotations		
8:40					
8:45					
8:50					
8:55					
9:00					
9:05					
9:10					
9:15					
9:20					
9:25					
9:30					
9:35					
9:40		Science & SS w/Shared Reading (30) 9:40-10:10			
9:45					
9:50					
9:55					
10:00					
10:05					
10:10	Switch Classes	Switch Classes	Switch Classes	Switch Classes	Switch Classes
10:15	SPECIALS (45) 10:15-11:00	SPECIALS (45) 10:15-11:00	SPECIALS (45) 10:15-11:00	SPECIALS (45) 10:15-11:00	SPECIALS (45) 10:15-11:00
10:20					
10:25					
10:30					
10:35					
10:40					
10:45					
10:50					
10:55					
11:00					
11:05					
11:10					
11:15					
11:20	LUNCH 11:05-11:35	LUNCH 11:05-11:35	LUNCH 11:05-11:35	LUNCH 11:05-11:35	LUNCH 11:18-11:43
11:25					
11:30					
11:35					
11:40					
11:45	RECESS (30) 11:45-12:15	RECESS (30) 11:45-12:15	RECESS (30) 11:45-12:15	RECESS (30) 11:45-12:15	RECESS (30) 11:45-12:15
11:50					

11:55				
12:00				
12:05				
12:10				
12:15	MATH (95) 12:15-1:50	Portfolio Passage 12:15-12:50	Math 2 (70) 12:15-1:25	ELA (95) ELA (95) Week A
12:20				Guided Reading (65 min.) -word work -fluency
12:25				Week B
12:30				Read Aloud/Shared Reading 12:20 - 12:55 Independent 12:55-1:25 Word Work 1:25-1:35 Fluency 1:35- 1:45
12:35				
12:40		Science & SS w/Shared Reading (30) 12:50-1:20		Math 2 (65) 12:20-1:25
12:45				Fluency practice Problem of the day Whole group mini lesson/Centers
12:50				
12:55				
13:00				
13:05				
13:10				
13:15				
13:20		ELA 2 (95-including portfolio passage) 1:20-2:20		
13:25				
13:30		Week A	Spanish Literacy 2 (60) 1:25-2:20	Spanish Literacy 2 (50) 1:25-2:15 Week A
13:35		Guided Reading w/fluency & word work	Week A: Whole Group -Fluency 1:25-12:30	-Read aloud/Shared Reading/Independent reading
13:40			-Shared Reading/Read Aloud 12:30-1:10 -Writing 1:10-1:25	-Dictado -Fluency
13:45				
13:50	SCIENCE (30) 1:50-2:20	Week B Fluency 1:20-1:30 Word Work 1:30-1:40		Week B Guided Reading (65 min.) -word work
13:55		RA, Shared Reading and Ind. Reading 1:40-2:20	Week B: Guided Reading (Rotations) -Guided Reading w/fluency -Word Work	
14:00				
14:05				
14:10				
14:15				
14:20	Plus Time (35) 2:20-2:55	Plus Time (35) 2:20-2:55	Plus Time (35) 2:20-2:55	Plus Time (35) 2:20-2:55
14:25				
14:30				
14:35				
14:40				
14:45				
14:50				
14:55				

	Marian Taylor 4th Grade Literacy/Social Studies Monday-Friday	Substitute 4th Grade Math/Science Monday-Friday	Dorado 4th Grade Math/Spanish Monday-Friday	Zahn 4th grade ELA/Social Studies Monday-Friday	Roa 4th Grade Science/Spanish Monday-Friday
7:55	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00	Literacy/Social Studies 7:55-8:05	Literacy/Social Studies 7:55-8:05	Literacy/Social Studies 7:55-8:05	Literacy/Social Studies 7:55-8:05	Literacy/Social Studies 7:55-8:05
8:05	Specials 8:05-8:50	Specials 8:05-8:50	Specials 8:05-8:50	Specials 8:05-8:50	Specials 8:05-8:50
8:10					
8:15					
8:20					
8:25					
8:30					
8:35					
8:40					
8:45	Plus Time 8:50-9:20	Plus Time 8:50-9:20	Plus Time 8:50-9:20	Plus Time 8:50-9:20	Plus Time 8:50-9:20
8:50					
8:55					
9:00					
9:05					
9:10	English Literacy 1 (95) 9:20-10:50	Math 1 (95) 9:20-10:50	Math 1 (80) 9:20-10:45	ELA 1 (60) 9:20-10:45	Spanish Literacy 1 (60) 9:20-10:15
9:15					
9:20	Word Work 9:15-9:25				
9:25	Fluency 9:25-9:30				
9:30	Guided Reading/ 9:30-10:20				
9:35	Shared Reading 10:20-10:50				
9:40					
9:45					
9:50					
9:55					
10:00					
10:05					
10:10					
10:15					
10:20					
10:25					
10:30					
10:35					
10:40					
10:45	Social Studies 1 (40) 10:50-11:30 (Integrated)	Science 1 (40) 10:50-11:30	Spanish Lit Group 2 Spanish Lit (5)	ELA 2 (60) 10:45-12:10	Spanish Literacy 2 (60) 10:45-11:45
10:50					
10:55	Read Aloud/Shared Reading			Fluency/ Word Study (15 min)	
11:00	Writing			Week A: Guided Reading/Rotations Writing	
11:05				Week B: Shared Reading/Read aloud writing	
11:10					
11:15					
11:20					
11:25					
11:30	Social Studies 2 (40) 11:30-12:10 (Integrated)	Science 2 (45) 11:30-12:10	Math (90) 10:55/12:25		Week A: Shared Reading
11:35	Read Aloud/Shared Reading			Social Studies (Integrated)	Week B: Guided Reading
11:40	Writing				
11:45					
11:50					Science 2 (25) 11:45-12:10

11:55						
12:00						
12:05						
12:10	Lunch (25) 12:15-12:40	Lunch (25) 12:10-12:35		Lunch (25) 12:20-12:50	Lunch (25) 12:10-12:35	
12:15						
12:20						
12:25						
12:30						
12:35						
12:40	English Literacy 2 (110) 12:45-1:25 Guided Reading 1:25-1:30 Fluency 1:30-1:40 Word Work 1:40-2:25 Read Aloud/Shared Reading	Math 2 (110) 12:10-2:25			ELA 3 12:55- 2:25 Fluency/ Word Study (15 min) Week A: Guided Reading/Rotations writing Week B: Shared Reading/Read Aloud writing	Spanish Literacy 3 (105) 12:10-1:55
12:45						
12:50						
12:55						
13:00			Math group 3 (100) 1:00-2:20			
13:05						
13:10						
13:15						
13:20						
13:25						
13:30						
13:35						
13:40						
13:45						
13:50						
13:55						
14:00					Social Studies 1:55-2:25	Science 3 (30) 1:55-2:25
14:05						
14:10						
14:15						
14:20			Spanish Literacy 5 min			
14:25	Recess (30) 2:25-2:55	Recess (30) 2:25-2:55	Recess (30) 2:25-2:55	Recess (30) 2:25-2:55	Recess (30) 2:25-2:55	Recess (30) 2:25-2:55
14:30						
14:35						
14:40						
14:45						
14:50						
14:55						

7:45	Jene'e Ford's 5th Grade
7:50	Literacy/Social Studies
7:55	Homeroom
8:00	PLUS TIME (30min) (8:00-8:30)
8:05	
8:10	
8:15	
8:20	
8:25	
8:30	RECESS (30min) (8:30-9:00)
8:35	
8:40	
8:45	
8:50	
8:55	
9:00	SPECIALS (45min) (9:00-9:45)
9:05	
9:10	
9:15	
9:20	
9:25	
9:30	
9:35	
9:40	
9:45	Phonics/Word Study 9:45 - 10:00
9:50	
9:55	
10:00	
10:05	
10:10	Interactive Read Aloud 10:00 - 10:30
10:15	
10:20	
10:25	
10:30	Guided Reading/ Stations

Renee Mitchell's 5th Grade
Math/Science
Homeroom
PLUS TIME (30min) (8:00-8:30)
RECESS (30min) (8:30-9:00)
SPECIALS (45min) (9:00-9:45)
Math 1 (95 minutes) 9:45-11:10

10:35	
10:40	
10:45	
10:50	
10:55	
11:00	
11:05	
11:10	
11:15	
11:20	
11:25	Lunch
11:30	
11:35	
11:40	
11:45	
11:50	
11:55	
12:00	
12:05	
12:10	
12:15	Social Studies/ Shared Reading (20 minutes) 12:15 - 12:35
12:20	
12:25	
12:30	
12:35	Phonics/Word Study 12:35 - 12:50
12:40	
12:45	
12:50	
12:55	Interactive Read Aloud 12:50 - 1:15
13:00	
13:05	
13:10	
13:15	Guided Reading/ Stations
13:20	

Science 1 (40 minutes) 11:10-11:50	
Lunch	
Science 1 (20 minutes) 12:15-12:35	
Math 2 (70 minutes) 12:35-1:45	

13:25		
13:30		
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14:55		

<p>Social Studies/ Shared Reading (20 minutes)</p> <p>2:35 - 2:55</p>	<p>Science 2 (70 minutes)</p> <p>1:45-2:55</p>
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	Tomlin	Ylaramendy	Ureña
	English Language Arts/ Social Studies	Math / ELA	Spanish Literacy/Science
7:45	Students arrive, check in, read silently.	Students arrive, check in, read silently.	Students arrive, check in, read silently.
7:50			
7:55	Leader in Me	Leader in Me	Leader in Me
8:00	7:55-8:05	7:55-8:05	7:55-8:05
8:05			
8:10	Plus Time	Plus Time	Plus Time
8:15	8:05-8:40	8:05-8:40	8:05-8:40
8:20			
8:25			
8:30			
8:35			
8:40			
8:45	This time slot just opened due to a schedule change and teachers are in the process of adj		
8:50			
8:55			
9:00			
9:05	Specials	Specials	Specials
9:10	9-9:45		
9:15			
9:20			
9:25			
9:30			
9:35			
9:40			
9:45			
9:50	Recess	Recess	Recess
9:55	9:45-10:15	9:45-10:15	9:45-10:15
10:00			
10:05	Vocabulary, Phonics, Word Study	Writing-Ylaramendy's Homeroom	Ureña HomeroomSpalit: Vocabulary

10:10			
10:15			
10:20	Standards & Skill Based Instruction including interactive	Math - Yllaramendy Homeroom	Ureña Homeroom Science
10:25	read alouds and shared readings		
10:30			
10:35			
10:40			
10:45	Guided Reading Groups & Progress Monitoring		
10:50			
10:55			
11:00			
11:05			
11:10			
11:15			
11:20			
11:25	Social Studies- Urena's homeroom	Writing / Tomlin Homeroom	Yllaramendy HomeroomSpal:it: Fluency
11:30			
11:35	Vocabulary,Phonics, Word Study-Urena's homeroom		
11:40		Yllaramendy HomeroomSpal:it: Vocabulary	
11:45	Standards & Skill Based Instruction-including interactive		
11:50	read alouds and shared readings		
11:55			Lunch / Bathroom
12:00		Lunch / Bathroom	
12:05			
12:10	Lunch		
12:15			
12:20			
12:25			Yllaramendy Homeroom Science
12:30			
12:35	Guided Reading Groups & Progress Monitoring		
12:40		Math - Tomlin Homeroom	

CHATHAM

COUNTY SCHOOLS

2015-2016 SUPPORT PLAN MEETING NOTES

SILER CITY ELEMENTARY

SUPPORT PLAN SPREADSHEET CCS DATA FOLDER SUPPORT PLAN REQUIREMENTS

MEETING DATE: OCTOBER 26, 2015

MEETING TOPICS:

- Review of SIP areas needing to be added (based on rubric)
 - Discussed what the school has done in regards to data review from BOY (and shared district BOY data)
 - SCE does not have a walk through form...shared the district one as a template to use as a model
 - Added areas of support to Support plan from the district
 - Chose walk through dates (November, January and March)
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MEETING DATE: DECEMBER 14, 2015

MEETING TOPICS:

- Walk through follow-up (Walk through was November 17, 2015)...many are feeling overwhelmed.
 - Review and status of Support Plans
 - Discussed she felt the first semester has been going...definitely feels there is a lot of training going on
 - Discussed what she sees for second semester...any additional supports needed?
 - Next walk through date January 28th..
 - Still has one ESL and AIG to fill.
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MEETING DATE:

MEETING TOPICS:

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